

NATIONAL ASSOCIATION OF EDUCATIONAL BROADCASTERS

OFFICE OF THE REGIONAL DIRECTOR



NAEB

February 7, 1953

Mr. Graydon Ausmus  
President, NAEB  
Station WUOA-FM  
University of Alabama  
University, Alabama

Dear Graydon:

This is a request that the NAEB approve and defray the expenses of a Region II Seminar-Workshop at the University of North Carolina in Chapel Hill on March 13 and 14, 1953.

Although at this point tentative in outline, the attached program will indicate the nature and purpose of the proposed workshop as I see them.

Some amplification of that outline is necessary for clarification.

1. March 13 and 14 are the best dates for us at the University. They seem to be the best dates from NAEB's point of view and also from the point of view of those who would attend the conference. Enclosed are copies of (a) a wire I sent to every active and associate member in this region and (b) copies of replies to that wire from 19 of the 23 member organizations. These replies, I believe, indicate an overwhelming interest in participating in a Region II Workshop.

2. For reasons of expense and that the workshop should be strictly a "family" affair, perhaps the out-of-town speakers and consultants should be limited to Ausmus, Miles, Paulu and Schooley. In addition, I hope it will be possible to bring Sy Siegel and John Dunn to Chapel Hill. I would like Sy, as past president, to report on the achievements of the NAEB and John Dunn to lend his prestige of having already run a regional conference to our workshop.

3. Because of the size of this region the workshop will not be inexpensive. I have figured out the expense involved in bringing one member from each active and each associate member organization to the workshop. This expense is based on pullman (lower berth), round trip to Chapel Hill and in the case of Jose A. Bultrago, air travel from Puerto Rico. It includes also the cost

of travel for the NAEB officers mentioned above. Hotel expenses and banquet expenses are also included. Additional meal expenses are not included. The total figure, \$2,568.37, is broken down on the attached financial sheet.

If this total budget is approved on the basis of one fare for each active and each associate member, I shall do all in my power to persuade each member to come by auto, to share rides along the way and to, therefore, boost attendance. You will note from the attached replies to my wire that a good many members would be willing to pay at least a part of their own expenses. I believe, however, that what is fair for one is fair for another and that each member organization should receive the equivalent of one fare, with perhaps some priority going to active members.


4. The program is a busy one. If this much money is being spent for the workshop I feel that a busy schedule is essential if we are to achieve worthy results.

The program is designed so that maximum participation on the part of those attending will result. From past experience I believe that the small group discussions should yield valuable dividends, not only for members of Region II but for us as officers of NAEB. The 2:00-3:30 discussion on Saturday afternoon, for instance, may bring considerable enlightenment to us as members of the board. We may want to do some discussing of our own during the 3:45-5:15 period on Saturday afternoon as a result of what we learn in the 2:00-3:30 period.

Although WUNC has been on the air since November, we have not yet held our christening ceremonies. It seems to me that the workshop would be a good time to baptize the station. If the workshop is approved the Communication Center will take upon itself the job of writing a documentary defining educational broadcasting and will present that program live over a network of stations sometime during the Friday evening, 8:45 to 10:15 session.

If this workshop is approved there remains at least three weeks of heavy organizational planning to be done. I would appreciate, therefore, an early decision.

Sincerely yours,

  
Earl Wynn  
Director, Region II

encls.

cc: Jim Miles  
Burton Paulu  
Frank Schooley

REGION II  
SEMINAR-WORKSHOP

DATE: Friday and Saturday, March 13 and 14, 1953.

PLACE: University of North Carolina, Chapel Hill, North Carolina  
(Communication Center, Morehead Building, Carolina Inn)

PURPOSE:

1. To get acquainted and united.
2. To learn NAEB's function, service and plans for the future from our national officers.
3. To share our local problems with each other and seek their solution together.
4. To glean from our sharing and seeking a new vision for our own futures.

PARTICIPANTS:

1. One or more representatives from each active member station.
2. One representative from each associate member organization.

SPEAKERS AND CONSULTANTS:

1. NAEB Officers: Graydon Ausmus; Burton Paulu; James Miles; Frank Schooley; Seymour Siegel; John Dunn.
2. Local Participants:
  - a. Kay Kyser
  - b. Gordon Gray
  - c. Chancellor Robert B. House
  - d. Communication Center and WUNC staff and students.
  - e. Perhaps Dean Henry Brandis of the University of North Carolina Law School or Dr. Gordon Blackwell, Director, University of North Carolina Institute for Research in Social Science.

FINANCES TO COVER:

1. Travel and housing expenses of participants and speakers.
2. Household expenses: banquets, luncheons.

TENTATIVE PROGRAM:

FRIDAY, MARCH 13, 1953

9:00-10:00 a.m. Registration: Lobby, Communication Center

10:00-12:30 a.m. THIS IS OUR JOB  
(Chairman: Earl Wynn)

1. Welcome UNC: Chancellor R. B. House
2. Welcome NAEB: President Graydon Ausmus
3. Introduction of guests and participants:  
Earl Wynn
4. NAEB--Our Achievements: Seymour Siegel  
(Intermission: Coffee)
5. NAEB--Our Dreams: Graydon Ausmus.
6. Discussion: John Dunn, leader.

12:30 p.m. Luncheon

Morehead Building Dining Room

Faculty Lounge, Morehead Building

2:15-3:45 p.m.

THESE WE SHARE.

(Chairman: Frank Schooley)

1. The News Letter: Burton Paulu
2. The Tape Network: James Miles
3. The Research Program: Frank Schooley
4. Our National Programs: Graydon Ausmus

(Intermission: Coffee)

4:00-5:30 p.m.

CLOSER HOME

5. A Region Reports: John Dunn
6. Discussion: John Dunn, leader

6:45 p.m. Banquet

Carolina Inn Ballroom

(Chairman: Earl Wynn)

1. Welcome: President Gordon Gray
2. Introduction of Speaker: Mr. W. D. Carmichael, Jr.,  
Comptroller, University  
of North Carolina
3. Speaker: Mr. Kay Kyser, "A 'Pro' Takes a Look  
at Educational Television".

8:45-10:15 p.m. WUNC Christening Ceremonies Studio A  
Communication Center  
(Master of Ceremonies: Robert Schenkkan)

1. Commercial and Educational Broadcasting; a Cooperative Venture: Mr. Cecil Hoskins  
President, NCAB.
2. Presentation of a Radio Documentary Especially Written for the Occasion: WUNC and Communication Center Staff and Students.
3. Tour of WUNC and Communication Center.

SATURDAY, MARCH 14, 1953

Communication Center--Studio A

9:00-12:00 a.m. REGION II: DOINGS AT HOME  
(Chairman: Earl Wynn) (Fifteen minute reports with questions from each state. Recordings and exhibits included)

1. Tennessee: Kenneth Wright, WVOT-FM, Knoxville, Tennessee.
2. Florida: Vernon Bronson, WTHS-FM, Miami, Florida.
3. Georgia: Alvin Gaines, WABE-FM, Atlanta, Georgia.
4. Kentucky: Camille Henderson, WBKY-FM, Lexington, Kentucky.
5. Mississippi: James E. Durham, WMMI-FM, Meridian, Mississippi.
6. Alabama: Walter Whitaker, WUOA-FM, University, Alabama.

(Intermission: Coffee)

7. North Carolina: John Young, WUNC, Chapel Hill, N. C.
8. South Carolina: Ernest E. Lent, WUSC-FM, Columbia, S. C.
9. Virginia: J. H. Finley, University of Virginia, Charlottesville.
10. West Virginia: Raymond D. Cheydleur, Marshall College, Huntington, West Va.
11. Puerto Rico: Jose A. Buitrago, WIPR-FM, San Juan, Puerto Rico
12. Discussion: John Dunn, leader.

12:30 p.m. Luncheon

2:00-3:30 p.m. SMALL GROUP DISCUSSION: HOW CAN NAEB HELP US?

- Group I: Classroom, Communication Center  
Consultant: John Dunn
- Group II: Studio A, Communication Center  
Consultant: Burton Paulu
- Group III: Studio B, Communication Center  
Consultant: Seymour Siegel
- Group IV: Studio F, Communication Center  
Consultant: Frank Schooley
- Group V: Conference Room, Communication Center  
Consultant: James Miles

(Graydon Ausmus; Earl Wynn: Floating Consultants.  
Group Chairmen chosen by each group)

3:34-5:15 p.m. SMALL GROUP DISCUSSION: HOW CAN WE HELP OURSELVES  
AND NAEB? (No consultants here)

- Group I: \_\_\_\_\_  
Chairman
- Group II: \_\_\_\_\_  
Chairman
- Group III: \_\_\_\_\_  
Chairman
- Group IV: \_\_\_\_\_  
Chairman
- Group V: \_\_\_\_\_  
Chairman

5:15-6:15 p.m. Tour of University of North Carolina Campus.

7:30 p.m. Banquet Carolina Inn Ballroom  
(Chairman: To be chosen by discussion group  
chairmen)

Reports by Group Chairmen

Summary: Graydon Ausmus.

FINANCIAL SHEET FOR PROPOSED NABE SEMINAR-WORKSHOP  
 TO BE HELD MARCH 13 and 14, CHAPEL HILL,  
 NORTH CAROLINA

TRAVEL

(One fare for each active and associate member organization)

Station WUOA-FM University, Alabama	\$ 58.18
Alabama Polytechnic Institute Auburn, Alabama	47.70
Alabama State College for Women Montevallo, Alabama	45.10
Station WPRK Winter Park, Florida	57.95
Station WTHS-FM Miami, Florida	81.15
Board of Public Instruction Jacksonville, Florida	46.00
University of Miami Coral Gables, Florida	81.15
Station WABE-FM Atlanta, Georgia	39.35
Station WBKY-FM Lexington, Kentucky	64.20
Station WFPL-FM Louisville, Kentucky	72.20
Station WMMI-FM Meridian, Miss.	64.75
Mississippi State College State College, Miss.	62.35
Station WHPS-FM High Point, N. C. (148 miles round trip @ 7¢)	10.36
Station WGFS-FM Greensboro, N.C. (100 miles round trip @ 7¢)	7.00
Public Library of Charlotte & Mecklenburg County Charlotte, N. C. (272 mi. round trip @ 7¢)	19.04

Station WIPR-FM San Juan, Puerto Rico (air travel)	\$ 230.00	
Station WUSC Columbia, S. C.	24.10	
Industrial Materials Bureau City Public Schools, Columbia, S. C.	24.10	
Station WUOT-FM Knoxville, Tennessee	50.80	
Virginia Museum of Fine Arts Richmond, Virginia	21.00	
University of Virginia Charlottesville, Va.	28.75	
Arlington Public Schools Arlington, Va. (Washington, D.C.)	29.10	
Marshall College Huntington, West Virginia	61.50	
Total	<u>\$ 1225.78</u>	\$1225.78
Fares for NAEB officers: (Train) (and consultants)		
Jim Miles - Lafayette, Indiana	82.76	
Burton Paulu - Minneapolis, Minn.	134.40	
Frank Schooley - Urbana, Illinois	88.73	
Graydon Ausmus - Tuscaloosa, Alabama	58.18	
Seymour Siegel - New York City	58.42	
John Dunn - Norman Oklahoma	120.10	
Total	<u>\$ 542.59</u>	542.59
Hotel Expenses		400.00
Banquet Expenses		400.00
TOTAL		<u>\$ 2568.37</u>



(Feb. 4, 1953)

Wire Sent to All Region II Members:

IF FUNDS COULD BE MADE AVAILABLE FOR A PART OR ALL OF YOUR EXPENSES WOULD YOU ATTEND A REGION TWO NAEB SEMINAR-WORKSHOP IN CHAPEL HILL ON MARCH THIRTEEN AND FOURTEEN, THE PURPOSE: (1) TO GET ACQUAINTED AND UNITED; (2) TO LEARN NAEB'S FUNCTION, SERVICE AND PLANS FOR THE FUTURE FROM OUR NATIONAL OFFICERS; (3) TO SHARE OUR LOCAL PROBLEMS WITH EACH OTHER AND SEEK THEIR SOLUTIONS TOGETHER; (4) TO GLEAN FROM OUR SHARING AND SEEKING A NEW VISION FOR OUR OWN FUTURES. PLEASE WIRE COLLECT IMMEDIATELY ANSWERS TO THE FOLLOWING QUESTIONS: WOULD YOU COME TO THE REGION TWO SEMINAR-WORKSHOP AS OUTLINED ABOVE? HOW MUCH FINANCIAL HELP WOULD YOU NEED?

EARL WYNN  
DIRECTOR, REGION TWO

NOTE: This wire sent for exploratory purposes only. Cost borne by the Communication Center, University of North Carolina.

"MANY THANKS FOR INVITATION TO YOUR MARCH MEETING. FORTY TO FIFTY DOLLARS WOULD COVER NEEDS DEPENDING UPON SHARED TRANSPORTATION."

(Signed) C. P. MACINNIS, Director  
Instructional Materials Bureau  
City Public Schools  
Columbia, S. C.

"MR WYNN I WILL MAKE EVERY EFFORT TO ATTEND MEETING OF REGION TWO NAEB MARCH 13-14. I WILL STAND TRAVEL EXPENSES IF YOU CAN PROVIDE FOOD AND LODGING DURING STAY. WHAT ARE YOUR PROGRAM PLANS?"

(Signed) WILLIAM FELTON  
Radio Director  
Mississippi State College  
Starkville, Miss.

"INTERESTED IN ATTENDING. REQUIRE APPROXIMATELY FIFTY DOLLARS PLANE TRAVEL AND EXPENSES. ADVISE IF SATISFACTORY. PLEASE MAIL DETAILS OF CONFERENCE SOON.

(Signed) ZELDA HORNER KOSH  
Supervisor, Speech Education  
Arlington Public Schools  
Arlington, Virginia

"MR. RICHARD WILSON, PROGRAM MANAGER OF RADIO STATION WHPS HIGH POINT HIGH SCHOOL WILL ATTEND NAEB SEMINAR WORKSHOP MARCH 13 and 14 IN CHAPEL HILL. WILL YOU TAKE CARE OF COST OF TRANSPORTATION, MEALS AND ROOM?"

(Signed) D. P. WHITLEY  
Principal, High Point High School  
High Point, N. C.

"APPRECIATE INVITATION. PLEASE PARDON DELAY. JUST RETURNED FROM CORCORAN JURY. UNFORTUNATELY WE OPEN A MAJOR EXHIBITION ON MARCH 13 WITH OTHER ITEMS ON FOLLOWING WEEKEND. SUGGEST SATURDAY AND SUNDAY 14 and 15 MARCH. MUSEUM CAN PAY HALF MY EXPENSES IF NAEB CAN AFFORD OTHER PORTION. CORDIALLY.

(Signed) LESLIE CHEEK, JR.  
Richmond, Va. via Champaign, Ill.

"AM PLEASSED TO ACCEPT YOUR KIND INVITATION TO NAEB SEMINAR WORKSHOP. DUE TO LACK OF STATE TRAVEL FUNDS WILL APPRECIATE ALL POSSIBLE FINANCIAL AID. THOUGH YOU MAY COUNT ON MY ATTENDANCE DESPITE ABOVE SITUATION.

(Signed) RAYMOND D. CHEYDLEUR  
Director Educa. Radio-TV  
Marshall College  
Huntington, West Virginia

"WOULD BE DELIGHTED TO ATTEND NAEB REGION TWO MEETING IN ABSENCE OF KEN WRIGHT WHO IS ON TEMPORARY LEAVE. OUR TRAVEL FUNDS ARE LOW. ANY ASSISTANCE WILL BE APPRECIATED. UNDER ANY CONDITIONS WILL MAKE PLANS TO ATTEND.

(Signed) JACK WESTBROOK  
Acting Director, WUOT  
Knoxville, Tenn.

"DELIGHTED TO ACCEPT INVITATION. NEED FIFTY DOLLARS."

(signed) E.E.LENT  
University of South Carolina  
Columbia, S. C.

"WOULD ATTEND IF FUNDS AVAILABLE FOR ALL EXPENSES. NO TRAVEL APPROX-  
PRIATION IN OUR BUDGET NOW.

(signed) BRUITRAGO, WIPR  
San Juan, Puerto Rico

"RETEL. CAN DEFINITELY PLAN ATTENDING MEETING IN CHAPEL HILL MARCH 13  
and 14. BARRING UNEXPECTED CHANGE IN LOCAL SITUATION. QUESTIONABLE IF  
EXPENSES COULD BE DEFRAYED BY LOCAL BOARD. WOULD NEED TRANSPORTATION  
AND LODGING. ROUND TRIP FARE TO RALEIGH \$107.00. YOU CAN ESTIMATE  
THE REST. LETTER FOLLOWS."

(signed) VERNON BRONSON  
Miami, Florida

"IF I KNOW TWO WEEKS IN ADVANCE OF DATE I CAN ATTEND YOUR WORKSHOP  
PROVIDED YOU FURNISH TRANSPORTATION AND LODGING. IS KENTUCKY IN  
REGION TWO OR DOES THAT MATTER?

(Signed) H. E. SALLEY  
Radio Station WFPL  
Louisville, Kentucky

"WILL BE GLAD ATTEND TWO DAY SEMINAR WORKSHOP IF ACTUAL TRAVEL AND PER  
DIEM EXPENSES CAN BE PAID. THANKS.

(Signed) L. O. BRACKEEN  
Auburn, Alabama

"GOOD POSSIBILITY THAT CAN ATTEND SEMINAR. NO LOCAL FUNDS AVAILABLE.  
IF EXPENSES CAN BE ARRANGED ADVISE BY LETTER FOR PRESENTATION TO MY  
SUPERINTENDENT."

(Signed) JULIAN MORSE  
Jacksonville, Fla.

"COULD COME IF TRANSPORTATION AND HOUSING PROVIDED."

(Signed) SIDNEY W. HEAD  
Miami, Fla.

"GALVIN OUT OF TOWN THIS WEEK BUT WILL PROBABLY ATTEND WORKSHOP AT  
NOMINAL EXPENSE."

(Signed) CHARLES R. BROCKMANN  
Assistant Director  
Charlotte, N. C.

"AVAILABLE MARCH 13 and 14 EXPENSES APPROXIMATELY 100.00. REGARDS."

(Signed) GRAYDON AUMUS  
University, Alabama

"VERY INTERESTED IN ATTENDING SEMINAR CAN ATTEND IF ONE HALF EXPENSES  
PAID."

(Signed) RALPH W. SEARS  
Montevallo, Ala.

The following letter re Workshop:

"Your telegram of February 3 addressed to Mr. J. N. G. Finley of this Division came to my attention in view of the fact that Mr. Finley has been transferred to Arlington, Virginia as the Director of our Northern Virginia Center. However, I talked with him, and later discussed your telegram with Dr. J. A. Rorer, who is associated with our Extension Division and our School of Education.

I think it more appropriate and in line with our present administrative machinery to ask Mr. Rorer to attend your seminar workshop on March 13 and 14, if you decide to call it. And Mr. Rorer would like to do so. We can furnish transportation to and from Chapel Hill but would hope that you could furnish entertainment while Dr. Rorer is with you. You may address further correspondence to Dr. Rorer in care of this Division.

Television rights and channels have recently been awarded to one of our local broadcasting stations. We are in touch with the management of this station concerning TV educational broadcasting. I am of the opinion that a representative of the broadcasting company might be interested in attending this workshop also. If that is possible, might Mr. Rorer invite a representative to join him?"

Sincerely yours,

(signed) George B. Zehmer  
Director, Extension Division  
University of Virginia  
Charlottesville, Virginia

Telegram:

"WILL ATTEND SEMINAR WORKSHOP IN CHAPEL HILL ON MARCH 13 and 14."

(signed) DALE F. KELLER  
Director of Visual Educa.  
Greensboro Public Schools  
Greensboro, N. C.

April 6, 1953

TO: All Members of NAEB, Region II, who Attended  
the Seminar-Workshop in Chapel Hill, March 13-14.

FROM: Earl Wynn, Director, Region II

Attached is Bob Schenkkan's report on the Region II Conference. Both he and I are anxious to have your comments.

We are hoping, for instance, that after this settling period new ideas have jelled in your minds. Won't you let me have those ideas?

REPORT OF THE PROCEEDINGS OF THE

S E M I N A R      W O R K S H O P

REGION II

NATIONAL ASSOCIATION OF EDUCATIONAL

BROADCASTERS

Communication Center, University of North Carolina

Chapel Hill, North Carolina

March Thirteenth and Fourteenth  
Nineteen Hundred Fifty-Three

#### EDITOR'S NOTE

This summary has been prepared from notes taken personally at the sessions reported on. To the best of the editor's knowledge, it represents an accurate condensation of the proceedings. Reporters, however, even radio-television reporters, are fallible (although it pains us to admit this). In order to avoid erroneously attributing statements, names have been deleted from the highly condensed portions dealing with the discussion periods. It is obviously impossible to achieve this in reporting the speeches. The editor begs the indulgence of the speakers where errors have crept in and wishes to state that he has followed in spirit the Arab prayer: "Guard us from error in narration and keep us from folly even in pleasantry."

One other liberty has been taken: A brief summary of the meeting has been placed, not at the close, but as a Foreword.

Robert F. Schenkkan,  
Recorder

## FOREWORD

It is sometimes difficult at the moment of an experience to express the deepest feelings and convictions of a group. It is certainly temeritous to attempt it after the moment, when the group has dispersed. But on the basis of fragments of conversation in work sessions and at lunches, in conferences and in moments of relaxation, and from some hints contained in letters received after the conference was over, I should like to attempt the improbable.

The work we do, year-in, year-out, in Radio-Television education, despite its public nature is essentially lonely work, because in Region II, certainly, it is pioneer work. At its best, it is pioneering work everywhere, and this concept of our work as pioneers holds significance for the meeting which we have just concluded. The word 'pioneer' connotes more than the opener of frontiers; it connotes the hospitable house, the helping hand, and, yes, the understanding heart. It connotes, even for us in civilized, settled Twentieth Century America, banding together for the common cause. We in the Southeast have a particular affinity with the frontier and with Causes, Lost - and Won. In coming together in our common cause, we did these things:

We learned to know and respect that hospitable house, our own house, the NAEB - thanks largely to the always lucid, often brilliant, talks of Ausmus, Schooley, Miles, and Siegel.

We offered to each other, gropingly perhaps, but eagerly, the helping hand - 'exchange' was the watchword of every discussion session.

We saw with new understanding the cause in which hearts and hands and minds are enlisted - to make these miraculous media serve the purpose a great Region II writer has expressed:

To every man his chance, to every man, regardless of his birth, his shining, golden opportunity - to work, to be himself, and to become whatever thing his manhood and his vision can combine to make him.

This, seeker, is the promise of America.

. . . Thomas Wolfe,  
University of North Carolina, '05



Delegates Attending NAEB Region II Seminar-Workshop

in Chapel Hill, N. C., March 13 - 14

Alabama

RALPH SEARS, Alabama State College for Women, Montevallo, Ala.

WALTER WHITAKER, Station WUOA-FM, University of Alabama, University, Ala.

L. O. BRACKEN, Alabama Polytechnic Institute, Auburn, Ala.

Florida

BENJAMIN AYCRIGG, Station WPRK, Rollins College, Winter Park, Fla.

DAN MATTHEWS, Station WPRK, Rollins College, Winter Park, Fla.

VERNON BRONSON, Station WTHS-FM, Lindsay Hopkins Vocational School, Miami, Fla.

GEORGE DOOLEY, Station WTHS-FM, Lindsay Hopkins Vocational School, Miami, Fla.

ROY A. MCGILLEVRAY, Station WTUN, University of Tampa, Tampa, Fla.

JACK BREIT, Station WTUN, University of Tampa, Tampa, Fla.

JULIAN D. MORSE, Board of Public Instruction, Jacksonville, Fla.

Georgia

Alvin Gaines, Station WABE-FM, Atlanta Board of Education, Atlanta, Georgia.

Kentucky

MRS. CAMILLE HENDERSON HALYARD, Station WBKY, University of Kentucky Lexington, Ky.

C. R. GRAHAM, Louisville Free Public Library, Station WFPL, Louisville, Ky.

DOROTHY DAY, Station WFPL, Louisville Free Public Library, Louisville Kentucky.

North Carolina

RICHARD E. WILSON, Station WHPS, High Point Public Schools, High Point, North Carolina

DALE KELLER, Greensboro Public Schools, 501 Asheboro St., Greensboro N. C.

North Carolina (cont'd)

MOSELIE CAUSEY, Station WGPS-FM, Greensboro Public Schools,  
Greensboro, N. C.

ROYT W. GALVIN, Public Library of Charlotte and Mecklenburg County,  
Charlotte, N. C.

JOHN YOUNG, Station WUNC, University of North Carolina, Chapel Hill

TOM CARROLL, Station WUNC, University of North Carolina, Chapel Hill

CARL WYNN, Communication Center, University of N. C., Chapel Hill

R. F. SCHENKMAN, Communication Center, University of N.C., Chapel Hill

Puerto Rico

ROSE A. BUETRAGO, Station WIPR, San Juan, Puerto Rico

South Carolina

ERNEST E. LENT, Station WUSC-FM, University of South Carolina,  
Columbia, S. C.

CHARLES P. MACINNIS, Instructional Materials Bureau, City Public  
Schools, Columbia, S. C.

Tennessee

JACK WESTBROOK, Station WUOT, University of Tennessee, Knoxville,  
Tennessee

Virginia

CARROLL E. MUSK, Virginia Museum of Fine Arts, Richmond, Virginia

ROGER BOYLE, Professor of Drama, University of Virginia, Charlottesville,  
Va.

MRS. ZELDA KOSH, Speech Education Dept., Arlington Public Schools,  
1426 N. Quincy Street, Arlington, Va.

Officers

President GRAYDON AUSMUS  
WUOA-FM, University of  
Alabama  
University, Alabama

SEYMOUR SIEGEL  
Immediate Past President  
WNYC Municipal Broadcasting  
System  
2500 Municipal Building  
New York 7, New York

FRANK SCHOOLEY  
Treasurer and Acting Executive  
Director  
WILL, University of Illinois  
Urbana, Illinois

JAMES MILES, Secretary  
WBAA, Purdue University  
Lafayette, Indiana

REPORT OF THE PROCEEDINGS OF THE SEMINAR WORKSHOP,  
REGION II, OF THE NATIONAL ASSOCIATION OF EDUCATIONAL BROADCASTERS

Place: Communication Center, University of  
North Carolina, Chapel Hill, N. C.

Time: March 13 and March 14, 1953

10:00 a.m. THIS IS OUR JOB.

Promptly at 10:00 a.m. the Seminar Workshop of Region II of the NAEB was convened by Earl Wynn in Studio A at the Communication Center, University of North Carolina, Chapel Hill. Mr. Wynn called upon Graydon Ausmus to make the invocation and then introduced Chancellor Robert Burton House of the University who spoke, not from notes but after notes played in his inimitable manner on his harmonica. The Chancellor then spoke with great earnestness of the significance of educational broadcasting and telecasting in extending the educational facilities of the universities of the country and the school systems to all the people, pointing out that extension through radio and television was a logical step in the history of this University and of most other major universities. He welcomed the members most cordially to the campus and wished them well in their work.

Graydon Ausmus, President of the NAEB, then welcomed the members in behalf of their national organization and spoke briefly of the importance with which the Executive Board regarded regional conferences. Conferences such as these, he said, would be invaluable in providing new leadership, new ideas to the direction of NAEB and would serve to fertilize and re-vitalize the work of members on the "grass roots" level. The first regional conference held at the University of Oklahoma last year had been an inspiring event, and he anticipated equally fine results from this conference in the Southeast.

Following these messages of welcome, all participants were introduced to the group and the work of the conference was declared officially under way.

The first speaker was Seymour Siegel, Immediate Past President of the NAEB, who spoke on "NAEB--Our Achievements." Mr. Siegel reviewed rapidly the history of NAEB from its formation in 1929, its long period of comparable inactivity, through the significant events of the Allerton House meeting at the University of Illinois in the summer of 1949 when for two weeks the conferees, NAEB members discussed the nature of the educational broadcasting problem. The conferees referred back to a study made by Lazarsfeld in 1947 for NARTB, "What Did the American People Think of Radio?" NARTB had boasted of the results: 70% of the American people thought a good job was being done. The Allerton House turned that figure over and 30% of the American people were not getting what they wanted. Were the commercial broadcasters right in saying

"the best radio program is one that sells the most goods," and "radio can't afford to be anything but commercial," and "commercial radio is made in the image of the American people and any criticism is a criticism of the American people?" The first conclusion of the Allerton House conference was that it was necessary for educational broadcasters now scattered here and there over the country making bricks without straw to begin to exchange resources. The first program made available through WNYC was from Cooper Union, "Great Themes in the Great Hall." This project looked easy at first but soon became a tremendous burden for the NYC staff with no budget. Then in 1950 at Lexington there suddenly became available to NAEB what looked like a vast sum - \$240,000; space was made available, and a national headquarters was set up. This was a great step forward.

It came at a fortunate time, because on the 10th of October, 1950, the FCC began to consider the problem of television allocations. The NAEB immediately stepped in. Dick Hull sent out (collect) telegrams to all the members. On the 16th of October there was a meeting at the Office of Education in Washington. The problems seemed insurmountable. It was going to be a tremendously expensive undertaking to plead the rights of education before the FCC, and there was no money. Not only that, but it seemed unlikely that anyone qualified to plead before the FCC would care to represent the lost cause of education. But the NAEB raised \$50,000 to surmount the first item, and got General Telford Taylor, formerly Chief Counsel of the FCC, to represent the cause of education. "Never before did so many confuse so few with so little." Witnesses were brought in from all over the country. Senators testified as did presidents of universities. The FCC's decision to allocate 242 channels to educational television was more than the NAEB had asked for. It was more than all the non-commercial radio stations on the air in America at any time. One of the most convincing arguments which perhaps more than any other swayed the FCC's decision was the Monitoring Study of Commercial Television which the NAEB had conducted. It was a shocker. We may truly say that educational television is an achievement of the NAEB. As a result, the trade magazines learned how to spell education. We began to be a force in America.

The NAEB then became the recipient of a grant from The Fund for Adult Education. At a meeting on the tennis courts of the University of Chicago, the Executive Board of the NAEB considered this overwhelming responsibility: \$300,000 to be spent in programming. They were appalled. In the first try, in bringing together a professional group, they found that there had been produced a fine, but not educational, show. They found that on a commercial program the educational consultant verifies dates. They scrapped the program and started over, making the educational consultant the final authority. It was very hard on professional script writers, but two of the series produced in this way, THE WAYS OF MANKIND and JEFFERSONIAN HERITAGE were so outstanding that they were named the two top programs in America by radio critic, Jack Gound. And other programs, while perhaps not as outstanding, have

been of great interest and have been well received.

In the area of international exchange on radio programs, commercial radio had done little or nothing and had, in fact, on one occasion at least, airily turned down an invitation from the French Broadcasting System who very generously offered their Radio Diffusion Francaise (RDF) shows to be carried commercially. The NAEB is approaching this problem differently. We have established very cordial relationships with RDF, BBC, Radio Italia, and others. We are beginning to exchange programs with these systems in their own languages. This is an opportunity for the improvement of international relations which is tremendous. We have now begun to have a voice in the selection of some Fulbright Fellows, and one achievement in international broadcast which deserves special mention: the BBC is carrying the JEFFERSONIAN HERITAGE, something the Voice of America has never been able to get the BBC to do with an American show. NAEB is beginning to do a job for the country.

The next speaker was Graydon Ausmus on the subject NAEB--Our Dreams:

Our dreams, said Mr. Ausmus, for the future are an expansion of our dreams of the past. Under Dick Hull as President, we established the Tape Network. Sy Siegel gave us national significance. For the first time people began to realize that in America we have a dual system of broadcasting, and he urged that we stress this fact in our teaching and in our public approach. People can no longer say "American Radio" and mean "Commercial Radio." They must take us into account, and we ourselves must be the publicists of the change. And now, as Mr. Siegel has pointed out, the NAEB has become internationally significant.

What now? We need to do vigorous, far-reaching planning and thinking; we must stay out in front. We are a part of a very significant movement - one of a number of organizations trying to extend education to the total population; a task which is staggering in its problems and immense in its implications. It may be that the second half of this century will be known to history as the period in which education was extended to adult populations. We must not forget that we are radio-television, but we must remember that, first of all, we are educators. We can't expect to be saviors, but we can play a very significant role... This is our dream.

Another goal must be the solidification of our organization and the utilization of the resources of our members. We must pull ideas out of this conference and others like it. We need broader participation from our members. We need a wider use of the existing brain power.

Other goals which we must strive for are: 1) expansion of head-quarter operations which now operates 6-8 hours per day, 2) expansion of consultation services on the local level, 3) expansion of international relations (the new opportunity in regard to the Fulbrights is a good example of this). International exchange of communications people is vitally important. This year 3 of our folks will go abroad. Next year, if we are successful, perhaps

6 or 8 or 10), 4) we are beginning to expand through cooperation with the Voice of America with which we are now negotiating, 5) we must meet the needs of the public schools with more programs and more ideas, 6) we must face the problem of the distribution of programs to the schools; the library of the U. S. Office of Education is about to die. Should the NAMB take over? 7) we must expand our membership. In the past it has been restricted to station operators. Should we include teachers of radio, or does The Association for Education by Radio meet this need? 8) we need to solve the problems of upgrading of personnel and of academic curricula, and 9) we need to examine the services provided our associate members. Are we doing all we can?

Finally, our greatest challenge is in educational television. What is our role to be? We are an advisory group to the Educational Radio and Television Center. Do we tell them what is needed? Are we a program, script, and film exchange?

We need to look for challenging visionary ideas such as a landline or relay-connected educational network. Working together, we can advance the cause of education, the cause of educational radio, and the cause of educational television.

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Earl Wynn then led a brief discussion period. The question was asked, "How about a mobile television unit to act both as a central service and a demonstration device?" It was pointed out that as a central service it wouldn't be needed because the program center would probably solve the program distribution problem; that as a supporting device for educational stations, both New York and Connecticut visualized joint use by all their stations of mobile units. However, mobile units are expensive and those who have them are not using them much, though of course it is possible to cut down on the cost by building one's own mobile unit. It was then suggested that perhaps film units could do the work expected of remote trucks and that the sharing of a kinescopic recording unit might be more helpful to educational television stations. The potential of tape in TV was discussed, the prediction having been made in Broadcasting by Crosby's chief engineer that TV tape was practically here. The technical consultant from DuMont Laboratories pointed out that there was a question here which the Crosby Enterprises haven't answered; i. e., How to accommodate a range of frequencies which runs into the millions of cycles? Must we run the tape at one thousand times the speed of audio tape? Also, if tape came in, the 16mm projectors in film libraries now set up in the schools might become obsolete. Tape is likely to represent serious economic problems. The question was then raised whether or not there was a word we could use in the place of "education": Mr. Sigel asked the floor and pointed out that education was the basis for everything, that it is as unnatural to stop learning at age 14 as it is to die at age 14, that everyone has a deep vein of seriousness and wants to improve himself, to know why. Reference was made to the speech by Arthur Adams at the Atlanta Conference, "Education Is a Good Word." The discussion period closed.

Members adjourned to lunch at the Monogram Club, carrying on individual discussions during the lunch period.

2:00 p.m. THESE WE SHARE.

The group reconvened at 2:00 p.m. at the Faculty Lounge, Morehead Building, for the discussion "These We Share," with Frank Schooley, Treasurer and Acting Executive Director of the NAEB acting as Chairman. Mr. Schooley gave a broad picture of the activities of the Tape Network, and explained the presence of NAEB headquarters at Illinois as chiefly resulting from the fact that the money from the Kellogg Foundation that put NAEB in business was mostly gotten by Wilbur Schramm, and that the University of Illinois offered space. The functions of headquarters are as follows: a) to get out NAEB News Letter, b) to keep a file on active members, associate members, and affiliate members, c) to sponsor such publications as "The Radio-TV Bibliography," d) to sponsor the TV monitoring studies, such as "TV-New York" and "TV-LA," e) to arrange for the handling of the Fund for Adult Education series on L.P. records, f) to arrange tours of headquarters, g) to meet visitors, h) to supply reports to The Fund for Adult Education and Kellogg Foundation, i) to meet with the Board of Control, j) to work with the Grants-in-Aid program, k) to handle the routine mail which for the month of February was 810 letters in and 2,000 out.

Mr. Schooley then projected some slides showing such things as distribution of members, some of the printing done for NAEB, promotional materials for THE JEFFERSONIAN HERITAGE, publicity received, distribution of Radio-Television Grants, etc.

Mr. Jim Miles, the former Executive Director of the Tape Network and present Secretary of the NAEB then discussed the history and problems of the NAEB, illustrating his talk by means of slides showing: a) station participation in the NAEB Tape Network, consisting of 19 at the beginning and 81 now, b) monthly air time which went from a few hours at the beginning to 1231 hours in May, 1951, c) total distribution reached 12,797.30 hours in education, d) the monthly tape production in February, 1950 - 17 reels; at the start of the Kellogg Grants - 53 reels; 4 months later (May, 1952) - 1061 reels. Now the weekly output is 950 to 975 reels, e) the new timing device was shown, f) the Master Board device was pictured, g) speed reduction on the Ampex from 15 to 7 1/2 i.p.s. was shown, the point being made that at this stage in the distribution process, openers and closers added to the shows were necessary, and the plea was made that contributors do the opens and closes themselves. It was pointed out that the Ampex does the single dubs which were necessary, h) the duplicator was then pictured and described, and it was pointed out that it is now operating at its maximum with the present staff, between 950 and 1000 reels of tape for a 40-hour week, i) the distribution method through "the bin" was pictured and described in detail, j) the paper routine was shown, k) the distribution of stations through 30 states was shown, l) the income charts with new rates were projected, and it was pointed out that the new rates would be 8 times the present rate, so at the close of the Kellogg support, the NAEB income from memberships will be between \$32,000-\$35,000, that this was the cheapest programming one can get, and finally, that the network was constantly on the lookout for good shows.

In the discussion period, the question was asked if a program, when submitted and refused, could be resubmitted. After some discussion it was finally suggested that one resubmit with supporting arguments.



Frank Schooley then discussed very briefly the News Letter asking that the news items be sent to headquarters and pleading prayerfully that they arrive by the deadline of the 25th of the preceding month. He pointed out that the editor was looking for general stories of any kind dealing with educational radio-TV and was much interested in getting more material from the field. In the area of research, Mr. Schooley said that headquarters was looking for suggestions as to what research NAEB should undertake and what would be of most value to individual members. He pointed out that where members initiated studies, NAEB might be able to help plan and integrate them. He referred to the monitoring studies which had been mentioned earlier in the day, specifically that the LA-TV study would be out shortly, and he mentioned as of particular interest to all educational broadcasters the study of effectiveness of promotional work in connection with educational programs which has just been conducted by station WILL.

Seymour Siegel followed Mr. Schooley with "Our National Radio Programs." What have we done with the \$300,000 grant? Our only restrictions were that we produce 4 programs, one in each of the following areas: a) American Heritage, b) anthropology, c) public affairs, d) international affairs.

The show which was finally written under a) was THE JEFFERSONIAN HERITAGE, with Dumas Malone as consultant, Frank Papp as producer, and Claude Rains as Jefferson. Five writers were used in the show. This is a 'consumer durable' and will be just as good 20 years from now as it is today. The show has had wide release, tremendous promotion, and The Fund for Adult Education is very proud of it; we are proud that the FAE is proud. We have proved that, as educators when given the resources, we can do the job.

PEOPLE UNDER COMMUNISM had the consultative assistance of the five top Russian experts in the country. This was the most expensive show to produce because of the vast research involved. In fact, it turned out that we were financing a major research project, and so it became necessary to cut back the research scope. However, it is a good series which makes it possible for the listener to make experts' opinions.

Of the WAYS OF HANKIND, produced with Dr. Walter Goldschmidt as consultant by talent from the CBC, it need only be said that the writing and producing are absolutely tops, and that as an educational radio program, this one will be very, very difficult for anyone to surpass.

We are now working on a series called THE PEOPLE TALK BACK. In most discussions the listener has no chance to get his word in; the experts talk among themselves and the listener just listens. In this series, we are recording the experts' opinions, playing them back to a group, and recording the groups' comments and criticisms.

In the field of international programming, there have been some real problems. The director of the Third Program was invited to New York and also the director of the CBC for a week's discussion on a program on foreign policy. Agreement on the nature of the program seemed

\*There was some indication that several of these may have been used up, in fact.

impossible. It was finally agreed that each nation would produce a program; then all would play them in London in September and see if they could agree on which to use. Meanwhile, in Italy and France the efforts of the NAEB produced a fine reaction. The plans to carry French plays in French, Italian opera, music programs about French composers were not only fine international relations in themselves but represented real educational broadcasting at its best. The first French program to be carried on WNYC received immense publicity, a front page story in the Christian Science Monitor, editorials, etc. We are writing cultural history.

The State Department has called on us to place materials on foreign broadcasting systems. Since the Voice of America is considered a propaganda agency, foreign broadcasters are, understandably, reluctant to carry Voice of America shows. But we can do it, and so we have become the international force for our country. In return, we are getting a quantity of top-notch programs. NAEB has become a member of Prix Italia, an international affiliation which represents the cream of broadcasting efforts in 14 countries. The best musical and non-musical programs will become available to us through this affiliate. The NAEB has been invited to a conference on April 20-24 to help discuss with Radio Diffusion Francaise what should go into their program, THE INTERNATIONAL UNIVERSITY OF THE AIR. This is a sort of "French cocktail" consisting of 10-minute talks by the world's greatest scholars.

How can the members best help the international effort of NAEB? By giving these programs the right treatment on our station, good time, plenty of promotion, etc. And if we have any ideas for creating better understanding among the nations of the Western world, this is our opportunity. We have available to us now the great media of communication of the foreign nations themselves.

The next speaker, Graydon Ausmus: Subject - "What's Happening in TV": The story begins with the JCET, an organization composed of 7 constituent members, each a major organization in education. These are the American Council on Education, Association for Education By Radio-Television, Association of Land-Grant Colleges and Universities, National Association of Educational Broadcasters, National Association of State Universities, National Council of Chief State School Officers, and the National Education Association of the United States. The original purpose was to get the channels set aside. Now it is to get them used. The effort was first supported by \$50,000 from NAEB, later \$90,000 from The Fund for Adult Education. The current budget is even higher, and next year it will probably be close to \$200,000. If we get only 10% of the channels picked up by June, the consultation services will have to be considerably expanded. This will mean not only using our own consultants from the educational broadcasting field and from the advisory groups, but special consultants from other areas. JCET is sending out a fairly considerable volume of information in its mailing service to potential applicants, and it must be remembered that these are local communities, not only states. Another national organization, the National Citizen's Commission for Educational Television, Ring Building, Washington, D. C. is most actively concerned with community effort, while the JCET largely represents the interest of education.

The NCCET also was established by The Fund for Adult Education. Milton Eisenhower and Marion Folsom are its Honorary Co-Chairmen. It is a very high powered and effective organization.

There is a third organization also in the picture, also recently set up by the FAE funds, The Educational Television and Radio Program Center of which George Stoddard, President of the University of Illinois, is President of the Board, C. Scott Fletcher of the FAE and Dick Hull are members. Others include Dr. Robert D. Calkins, President of the Brookings Institution, Harold D. Lasswell of the Yale Law School, and Mr. Ralph Lowell of Boston, banker and trustee of the Lowell Institute, which operates the non-commercial educational FM station in that city. These are educators of stature. They plan to produce very few programs themselves but to farm out the work, after the area of study has been selected, to educational institutions or commercial organizations. They will act principally as a Distribution Center. The NAEB has been the only organization to provide an Advisory Committee to the Center. This committee has been selected; George Probst of Chicago, H. B. McCarty of Wisconsin, Graydonasmus of Alabama, and Robert Hudson of Illinois (University of Illinois).

The FAE has offered matching funds to 13 key potential stations. The selections have been made, primarily, on the basis of population, and educational grants may follow. No announcements have been made of this.

What has been the effect of all this high-level activity? There are 22 to 24 applications in around the country, 13 or 14 construction permits have been granted, and plans for activation are rapidly taking shape in a dozen or more places. The station at Houston, Texas will soon be on the air. The station in Los Angeles expects to be on the air April 24. Typical of the activity was the state-wide meeting in Florida on February 13-14: the Governor's Conference. The JCET, NCCET, and DuMont Laboratories have been flooded with requests for consultants. Miami has an application in and there is promise of some equipment. Gainesville is making plans to go ahead, and Tallahassee likewise. The Citizens Committee of the JCET will be down there shortly. By June 2 in Florida we can expect 4, 5, or 6 applications to be in.

Of course, all over the United States the Educational Television forces are fighting the 'economy cry'. Television is expensive, but compared to normal educational costs, the cost of educational television is insignificant, and we must view the cost in comparison with the total cost of education because educational TV will have an effect of great magnitude on the total educational effort.

Minnesota's legislative hearings are now going on and Burton Paulu, who was to have been at this conference, is at those hearings.

In Wisconsin the plan was to install one or two stations this year and keep the other allocations. This apparently will be the pattern in many places.

In New York the Report of the Governor's Commission has made things look discouraging on the surface and has undoubtedly had ill effects elsewhere, but New York will go ahead with private funds and at least the report of the Commission and the accompanying

minority reports have served the purpose of pulling the newspapers behind educational television.

Educators are now getting rolling all over the United States. For a while educational television was held up because educators kept the problem in the family. They held one meeting after another, but among themselves. The problem is now out in the open before the public, and public support has been good. Education's constituency is more imaginative than we had thought.

In Alabama the present plan is for the state to undertake one-half of the cost and the Commission to undertake the other half of the cost for two stations and for the state Production Center which is to be created. Plans are to request \$300,000 to \$400,000 this year. But the problem is not costs, it is a problem of intelligence and the imagination with which we approach the problem. We have to get everyone behind it, and the future of educational television depends not on the cost, but on the degree to which those stations which will be on the air can develop public enthusiasm for educational television. At the present time, one of the most remarkable phenomena of the whole effort is the speed with which skeptics become enthusiasts.

There are two questions now which everyone would like to know the answers to: How many stations will be on the air? Will the FCC reserve the other channels? We do not know the answers to these except in these general terms: by June 2 there will be enough stations so that education will have demonstrated its interest and intent in regard to this tremendous opportunity, and we are confident that others will then get on the bandwagon.

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Mr. Ausmus, as discussion leader, with a panel consisting of Seymour Siegel, Frank Schooley, and Jim Miles, then conducted the discussion: CLOSER HOME.

A question was asked about experience in planning multiple operations - whether there was difficulty in religious and educational groups working together. Mr. Siegel pointed out that educational stations must operate in the public interest, that the democratic process will assure that they operate in the public interest or people will pull out, that this is not a problem about which we have to worry now. The wonderful thing about educational television is how, at its very birth, seven national organizations set down together to solve the problems; there is cooperation. In radio practically no one cared. The American Council on Education feels that television and the top administration in television are going to form the core of university planning for our children's children.

The question was asked if there was no legal way for public and parochial schools to get together. The answer was that the public schools may be the licensee, and the parochial schools may use the time.

The question was then asked about the separation of Church and State and the use of public funds. The reply was that in the Detroit plan a subscription approach will include all. In Los Angeles the Board of Control will be too large for any single organization to control, and the problem will be handled in that way.

When is the proper time to ask for television consultants? Any time you get two or more people together, just write and ask. Of course you may be beyond needing consultants. In many places local groups have gone so far on their own that there is little the national organizations can do to help them. After a certain point, it must be your baby.

The issue was then raised as to whether or not certain of the assisting organizations were not overwhelming NAEB's 'grass roots'. Has NCGET really done what it was set up to do? In one locality it has promised to use its influence, but so far nothing has been done. It has sent down a handsome brochure, "Greatest Invention Since Printing", but the brochure states that educational television will cost \$500,000 for the first year's operation. This statement is enough to kill 200 potential applications by itself. Contact with NCGET on this point produced only the answer that New York State had been embarrassed by underestimating costs. Finally, when a consultant came down, his attitude was "Cost doesn't enter into this - you can sell it no matter what the cost." There is a real danger that these self-constituted groups are going to "love us to death" unless they listen to us in the 'grass roots'.

Mr.asmus said he would convey to NCGET these three major suggestions: 1) that it maintain closer liaison with local groups, 2) that it not distribute literature without permission, and 3) that when it agrees to do something, it carry out its pledge. It was further pointed out that consultants coming from the national organizations to local communities must know educational philosophy and processes else they will embarrass the cause of educational television.

The discussion turned to costs, and it was pointed out that on Channel 15, for example, one could go on the air for \$75,000 to \$80,000 minimum, with a projector and film operation, no cameras. However, the objection was raised that it is possible to sell in reverse and that when educational TV goes on the air it must be good in order to gain continued support. Of course commercial broadcasters, to judge from reports of applications in Broadcasting, are going to go into television at all kinds of different investment levels.

The preliminary report on New Jersey's plans was read. It was pointed out that both Allen DuMont and Engstrom of RCA were members of the Commission drawing up the report, and so the cost factor was likely to be accurate. They planned to spend \$340,000 for technical equipment: Of this, \$162,000 will be transmitter equipment, \$165,000 studio equipment, and \$31,000 video recorder. Annual operating expense has been estimated at \$190,000.

Following this, the discussion turned from cost to purpose. One of the consultants said that we must remember that we are educators; we need to be always conscious of the philosophy of education in relation to mass communication. We need to be ever critical of such advertising as tries to assume the responsibility for education.

A delegate rose apologetically, saying that he felt like a man approaching the Atomic Energy Commission to ask how he could get the best use out of his bow and arrow. His problems were: He has been on the nine weeks with a staff of one and a budget of \$800 a year. How does one get money? How does one get support and reach out to other people? A number of suggestions were offered: that he bring the president or school superintendent into active participation; that over a period of time he get every department involved; get the students involved; be helpful in the way of programming to the local stations other than his own. The more participation - the more success, was the keynote of the reply. Particularly it was suggested that one get the participation of powerful people; the dean, the president. Form an advisory council; pick out the children and relatives of prominent people; build up an interested local group of perhaps use an already existing audio-visual group. Others pointed out the difficulties, the struggles which they had encountered. One member, after starting in 1945 on an in-school project, finally last week got the first program into the city schools. Another was three years, after getting the construction permit, in getting on the air. The members seemed comforted by the discovery that misery, which loves company, had plenty of it, and to have gotten some help from the suggestions.

The meeting was then adjourned.

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6:45 p.m. Banquet.....Carolina Inn Pine Room.

Members reconvened at a banquet held in the Carolina Inn's Pine Room where they were welcomed by Mr. Gordon Gray, President of the Consolidated University of North Carolina, former Secretary of the Army, and himself a commercial station operator.

Mr. Gray referred humorously to his experiences as a station operator, saying that judging from the final report of his Winston-Salem station in the month of February, he was perhaps closer to non-commercial broadcasting than anyone thought. He referred wryly to another venture, "the glorious and successful financial history of WMIT." He had had some connection, he said, with educational broadcasting in that, owing to some "vestigial remnants" of influence, he had helped to get the call letters, WUNC, from the United States Army.

Turning to television, he expressed the hope that this conference might come up with a definition of 'educational television' as he had been looking for one since he went to the Penn State Conference a year ago. However, he no longer felt that this was a critical need, and the University planned to proceed with educational television whether defined or not.

Referring to the University's plans for television, Mr. Gray stated that the three institutions of the Consolidated University would have one transmitter, if financial support could be arranged, on Channel 4 VHF, with studios on each campus. He thought that program materials on the three campuses would be practically inexhaustible: at Raleigh - our agricultural and technical school - the resources of agriculture, forestry, engineering, textiles, and architecture; at the University at Chapel Hill - the College of Arts and Sciences, business and professional schools, Division of Health Affairs, School of Journalism, Department of City Planning, School of Social Work, etc; and in the Woman's College - fine arts, home economics, education, and others.

He found in television an unparalleled opportunity for educational service to the people of North Carolina. With a single transmitter on Channel 4 we would hope to reach 2,000,000 to 4,000,000 people with programs of educational value. This is an extension of extension of tremendous significance for us in North Carolina. In radio we have not yet taken advantage of our consolidated opportunities. In television we have every intention of doing so.

Mr. Gray then welcomed the delegates to the campus, wished them success and good luck in an undertaking of great importance.

Mr. Kay Kyser made the principal address: "A Pro Looks at Educational Television." He spoke with humor, wit, and deep sincerity to the group, relating first his own experiences with educational television.

He had gotten into the educational television picture when Mr. Gray called and asked if he would care to assist the University with some of its projects. His first educational TV experience was at the Penn State conference which he attended with Mr. Gray. He went with misgivings; he felt, frankly, as a professional that he was "going slumming" among all of these innocents who knew nothing of show business but were out "bear hunting with cap pistols." But that conference was an awakening. He found that the educators had come to say that they didn't know about this medium, but that they had missed out on educational opportunities of radio and motion pictures and they were not going to miss out on this opportunity if television could be used for educational purposes. They were there honestly to learn. One of the most astounding facts which was brought to his attention at that conference was, that in the city of Chicago, because of juvenile vandalism, the cost of window breakage in the schools was \$300,000 per year. This opened one's eyes to cost factors in education and to the possibility that education might actually cost less in the long run if one could cut down on such things as juvenile vandalism. He began to see that educational television might take the world into the schoolroom, that children with otherwise very limited opportunities might, through television, see and hear and learn things that had theretofore been shut off from them. He learned people were taking courses by television from Western Reserve University, getting up to 17 and 18 hours course credit toward a college degree in Beginning Psychology.

the same course as given in Western Reserve classrooms. There was an audience of 50,000 people from 9:00 to 9:30 each morning for this show. True, this program was on a commercial station, but educators must take into account the possibility that commercial telecasters will not always be able to give them the time. He saw such lines as Iowa State's "The Whole Town's Talking" - entertaining, enlightening, and skillfully done, and, more important, a program with an effect on the life of the state. As a result of this program, many things got done in Iowa.

He saw that educational television could create something for a minority audience, that it could present the whole gamut of education. His horizons were widened, and unlimited possibilities of which he had never dreamed before now came into view.

However, he went on to say, educators are going to have to remember that television is merely a mechanical channel through which we can think and act. Success lies within our capacity, but we will never be better than our willingness to obey all the rules of showmanship required to make the medium effective.

Referring to his own experience, Mr. Kyser said that whenever he had been successful it had been on the occasions when he had used everything he had. If a man finishes a show and comes off stage saying, "Gee, what a sorry audience," he is blaming the audience for his own ineffectiveness. He has not done a good job. "Effect has never controlled cause and never will." And this is true not only of professional show business, but it is going to be equally true of 'academic show business.' At whatever audience level any given show is programmed, we must aim for and hit the bull's eye with that specific audience. We cannot shut our eyes and shoot. It will be hard, too, in television because it is always hard when you are not rubbing shoulders with the audience. It is hard with movies to know how well you are doing. Having done that, too, this could be said out of experience. Of course you can always go to see your movies, but this can be too hard. When the audience is not out there in immediate contact, it is very easy to get lax, and audience receptivity is going to be the test of educational television. We will learn, of course; we will get better. Of the 13 kinescopes done here at the University of North Carolina, the percentage of good ones, he thought, was terrific. But those most closely involved knew that many were not as good as they had wanted them to be and that, if they were done over, there would be things that would be done differently. This attitude is essential.

He was convinced that educational television can be the greatest force in our generation, the greatest force for education since the invention of the printing press. But every bit of showmanship which can be developed will be needed because people, eager as they are to be challenged, are reluctant to admit that they want to "be educated." They will be interested in education if we can produce something that piques their interest. Even on the elementary level of "The College of Musical Knowledge" where no mental callisthenics were called for, there was some challenge to the listener.



Although some of the questions were on the level of "Who says, 'Lopez speaking?', on two occasions he had received wrong answers.

When people expect entertainment, they do not want to feel that they are being educated. When they expect education and receive it entertainingly, then we have rung the bell. Entertainment in education does not mean dilution, it means interest. Don't think that because people ought to want education, they will. It must be presented as challengingly and provocatively as possible.

A case in point of the failure to understand what showmanship really is was the comment of one educator on the Psychology series mentioned earlier, that "This was done without one bit of showmanship." In the first place, the series required that the lecturer boil down his material from 50 minutes to 29 minutes; that meant that he could not wander as he might otherwise; that his material had to be edited carefully; that he had to punch his points to get them across. This is the essence of showmanship; the minute he started editing, he was in show business. Any effective communicator is in show business.

In his own experience, Mr. Kyser paid tribute to a motion picture director who had him work on the simple problem of going through a door from 9:00 in the morning until 2:00 in the afternoon before they got a take. A lot of little things were involved. It is these little things that will make or break many educational television shows; such things as not dropping your eyes in front of the camera but keeping in contact with the invisible audience. Everyone who touches educational television must try to put all the possible showmanship into it that he can.

Educational television is on the soundest ground in the world. In commercial television the problem is 'the word' - the plot, the message, what to say, what to do; and 'the word' is getting thinner and thinner. But for educational television we have an endless fountain of knowledge. 'The word' is what we have the most of. Then too, our actors have the essential ingredient of great performance: conviction. There is no need to worry about how you look on television; if you have the conviction, it will show in your eyes and you will invite people up through the tube.

The future of this great opportunity and challenging responsibility is ours: to take to all the people the storehouse of wisdom and know-how accumulated by our colleagues and their predecessors. There is a great part that the educational telecasters can and must play in getting educational TV off the ground. And after that, how high it flies is up to them. They are the pilots.

\* \* \* \*

At the close of the banquet, members adjourned to Studio A at the Communication Center where they were the guests of WUNC for its dedicatory broadcast which was carried over a state-wide North Carolina network. The high point of the dedication was the dramatic production written and directed by John Clayton of the Communication Center staff. This was followed by a tour of the Communication Center facilities.

Saturday, March 14

9:00 a.m. REGION II: DOINGS AT HOME.

The group convened at Studio A a few minutes after 9:00 for a discussion of DOINGS AT HOME, state by state.

TENNESSEE: Jack Westbrook, Acting Director, WUOT-FM, Knoxville, University of Tennessee

#### Radio

WUOT-FM is the only educational station in Tennessee. Nearby Carson-Newman College does some public relations work on radio but that is all. WUOT has made a speciality of programs on safety: One series called "The Court of Public Safety" won the Alfred P. Sloan, the National Safety Council, and the Tennessee Safety Council awards a few weeks ago. They are continuing their work in safety programs, and are now producing a program in water safety which is being carried on commercial stations in the TVA area. In 1953 they will have produced 350 15-minute safety programs. They feel that one fertile field for tape network programs is the safety field.

In addition, they have been doing a great deal with mental health, having carried the Roger Howell series from KUOM; they are now also working on a local series in mental health. These are dramatized stories. The scripts are being written by a Master's candidate in Psychology.

They have also developed a tape network of their own and believe that they are the first to have used film cans for this purpose. They use a Magna-reel tape in metal cases.

#### Television

The FCC has allocated 4 channels for education in Tennessee. There has been very little activity except in Knoxville to which Channel 2 has been allocated. Last summer there was a meeting in Knoxville drawing in representatives from institutions of higher learning, press, and radio. An attempt was made to sketch the possibilities educational television offered and considerable interest was aroused. Cooperation is expected if they can get television in Knoxville. Messrs. Westbrook and Wright drew up three alternative plans: One was for a workshop in which they would plan the production of shows and use commercial facilities for the actual production; the second alternative - for a video-recording production unit; the third - for a station with a production center. As a guide to later activities, this memorandum has proved extremely accurate. President Brim of the University of Tennessee is following it closely. Money has been requested from the legislature; however, the new governor is an economy man and the final result is not known. The essence of the Tennessee plan offered by a group from the 4 cities concerned proposed that the legislature appropriate \$600,000 to be split 4 ways, and to be matched locally.

FLORIDA: Vernon Bronson, Director, WUHS, Dade County

#### Radio

Three educational stations are on the air in Florida: WTNS, Dade County Public School System station; WTAM, University of Tampa;

and WPRK, Rollins College. Tampa has had remarkable success in liaison with the local commercial stations. The NBC affiliate has given them studio equipment and a complete kitchen for home economics shows. The CBS affiliate has been equally generous. They are on the air 2 hours to 3 hours daily, 4 hours on Sunday. They expect shortly to go on 8 hours a day. They have a 20-student staff, 3 pieces of recording equipment. WPRK is largely a Classical music station. Of its 28 hours on the air per week, 14 hours are classical music, and they also carry 5 1/2 hours of NAEB Tape Network shows. WPRK has done a number of special events shows. CBS will play back a WPRK music festival program Saturday, March 21.

Jacksonville: There is no school station in Jacksonville but most of the schools use a commercially produced 15-minute weekly show - "Music For Youth," and the audio-visual group has produced ten "Know Your Schools" programs.

Miami: WPHS took three years after getting its construction permit to get on the air. It has now been on the air 4 years. It leans heavily on help from the NAEB; is building up a large record collection particularly in L.P.'s. They are particularly interested in the possibilities of using radio in furtherance of the bi-lingual idea in Miami which has 1,000,000 Spanish-speaking visitors a year. They are hoping to teach conversational Spanish to the very small children, and the plan is to repeat the broadcast a number of times a day. At present, these programs are used by the teachers on records. The schools have receivers and sound systems, but have not been completely sold on either. WPHS is on the air from 3:00 to 9:30 p.m., and they estimate 5,000 to 7,000 regular listeners. The University of Miami does two TV shows a week and 15 radio shows a week on commercial stations and are working on the NAEB Fund for Adult Education grant.

Television:

Florida has been extremely fortunate in its TV allocations. There are 9 allocations, and they are well placed. The Dade County School System was the first institution to file with the FCC and the first to file an amended application. There has been very little assistance outside, but pending the decision of one vote on the school board, Miami should get into the picture. The other allocations stand as follows: West Palm Beach has done very little; Tampa is very lively and looks hopeful; an application is ready in Gainesville; Jacksonville, working through its Citizens Committee, is about ready to file and has raised some money; in Tallahassee the Citizens Committee is organizing, and if Gainesville gets a station it is a natural assumption that Tallahassee, site of Florida State University, will also get a station; it's very doubtful that Panama City will make any progress; there is a great deal of interest and good possibilities at Orlando. To sum up, it's likely that 5 of the 9 allocations will see some action soon.

GEORGIA: Alvin Gaines, Supervisor of Radio Education, Director of WABE, Atlanta, Georgia

Radio

WABE is the only educational station in Georgia. Despite certain

special difficulties, WABE has programmed such shows as PEOPLE UNDER COMMUNISM, THIS IS THE ENEMY, and others. WABE broadcasts with a power of 4800 watts, and is at the end of its fourth year of operation. It is on from 8:55 a.m. to 5:00 p.m. They have no budget. There are six high schools, six elementary, 6 intermediate schools, and six upper elementary schools using the station. They produce 13 shows a week and use 4 NAEB shows. The schedule is made up with very careful attention to grade availability so as to be on the air at the most convenient hours for the teachers. Each elementary program is repeated three times a week; high school programs are repeated seven times a day. The teachers have complete freedom; no one checks on their use of the program although a report of listening is requested.

### Television

In television, after the Southern Regional Conference which was held in Atlanta, a Governor's Conference was called. The Board of Regents were to make a request. This action went to the Governor and he is holding it. He also is economy-minded, but has stated that he will write the FCC requesting a delay in the June 2 deadline. Meanwhile, WABE-TV is going forward. The station will be governed by a board of all the educational institutions in the area. They are planning a set-up which includes 50' x 100' studios, 1 radio studio, 1 mobile unit, and a video recorder. Their application went in on the first of March.

KENTUCKY: Miss Camille Halyard, Manager, WBKY-FM, Lexington.

### Radio

There are two principal activities in Kentucky: WPLI is perhaps the only radio station in the country owned by a library. In this fabulous operation, the library possesses copies of practically every educationally useful program available anywhere, and one can borrow these programs as one would borrow a book. Direct lines from the local stations permit the library to record programs for in-school non-commercial listening; 38 pairs of lines to the schools permit the teachers to request and receive over a private wire practically any program desired. There is a new three-kilowatt transmitter for school broadcasting and a 50-kilowatt transmitter for music.

WBKY-FM at the University of Kentucky operates with a great deal of student help - the teaching department and the station have the same staff - and after recent reorganization (a chart of which was shown), this is now a very efficient operation. They have also added an extra man this year to handle production. The University has always done a lot with commercial stations. They do a series every day, five days a week, mailed out on tapes to as many as 48 stations. These are largely programs produced for public service organizations. WBKY is on the air 3 hours a day at present and hopes shortly to go on 6 hours a day.

### Television

What about television? Not too much has been done about television in Kentucky. They are just beginning a foundation program in education which is designed to eliminate some of the most serious deficiencies in the primary and secondary school systems, and so there will not be - and perhaps ought not be under the circumstances - any state-wide effort in educational television. Actually, only one educational television channel has been allocated to the State.

of Kentucky, and that to the city of Louisville. It is anticipated that the \$210,000 for capital improvements made available to the library by the Louisville Fund will enable WFPL to get into the educational television picture. The only other activity is that commercial stations plan to install micro-wave transmitting facilities at the University of Kentucky.

ALABAMA: Walter Whitaker, WUOA-FM, University of Alabama.

Radio

Alabama College for Women has a carrier current station WFAS which operates 6½ hours a day with an all-women staff. They produce a series CONCERTS FROM MONTEVALLO, an organ music program which is distributed throughout Alabama on 25 stations and is carried in Florida, Indiana, on the Voice of America, and on the Egyptian state network. They have also produced a series, MONTEVALLO NOCTURNES, which is carried on eleven stations. Alabama Polytechnic's daily news is sent to stations all over the state.

The University of Alabama's WUOA and the radio services are under the Extension division. The teaching department has a carrier current station which is entirely separate and is said to be the largest wired wireless station in the world: (Virginia: please note). The purpose of the radio services is "to extend the resources of the University to the people of the state." The staff consists of 9 full-time people and 11 part-time student assistants. Ten programs are produced each week for commercial stations, some of these for state agencies; one of the purposes of the organization being to provide help for such organizations. One of the programs being produced is DOCUMENT: DEEP SOUTH, a NAEB-FAE Grant-In-Aid program. This series is a development from ALABAMA DOCUMENT, an award winning program at the Ohio Institute. DOCUMENT: DEEP SOUTH has been a difficult series to produce, having so far involved 11,000 miles of travel. Six programs have been produced at this time. The series is being carried on 23 stations in Alabama. The PTA series is being carried on 22 stations. Radio services send out 60 tapes per week. They also originate broadcasts for stations and networks whether WUOA carries the programs or not. WUOA operates at a power of 4800 watts, 10 hours a day, Sunday through Friday. The station carries all NAEB programs, scheduling them initially at night, then repeating them the following day. Two or three months ago they initiated block programming in 2-3 hour blocks and have had very good reaction. In addition to BBC programs from NAEB, they are also carrying other BBC transcribed programs. They are planning to carry the foreign language programs. The Comédie Française will be heard, in French, in the heart of Alabama.

\*Television report: see page 18a.

NORTH CAROLINA: John Young, WUNC, Communication Center,  
University of North Carolina

Radio

There are 3 active educational radio stations in North Carolina; 2 operated by school systems - WHPS, a 10-watt FM station in High Point, and WGPS, a 10-watt FM station in Greensboro. Both of these do in-school broadcasts. In addition, WGPS does 1-1½ hours of programming each day which is rebroadcast by WFMY, a powerful commercial station (FM) in Greensboro. WUNC, the University's FM station operating at an e.r.p. of 1450 watts, is on the air from 3 to 3½ hours a day, 7 days a week. WUNC is operated as one of the projects

PRESENT STATUS OF EDUCATIONAL TELEVISION IN  
ALABAMA

The FCC has allocated five channels (two VHF, three UHF) for educational television in Alabama. The VHF channels are reserved for Tuscaloosa (the University of Alabama) and Birmingham; the UHF channels for Auburn (Alabama Polytechnic Institute), Montgomery and Mobile.

The Governor's Conference on Educational Television met in Montgomery during the last week in February, 1953. Delegates represented education, business, industry, civic groups, a segment of the State Legislature and the general public. The conference endorsed the use of educational television and suggested that the Governor name a commission to draft plans and supervise the television system.

Governor Gordon Persons has named a nine-member commission to study and plan an educational television network for the state. This committee includes representatives from the University of Alabama, Alabama College and Alabama Polytechnic Institute, the State Education Department, the State Legislature, the press and the general public. The committee has not yet held a formal meeting.

It is expected that the State Legislature will be asked during the biennial session opening in May to appropriate funds for one-half the cost for construction and operation of one or more of the proposed educational TV stations, as an indication that all of the reserved channels might be used eventually for a statewide network.

Several preliminary studies and surveys have been made regarding the use of these channels, and it has been recommended that approximately two additional channels for educational use be sought in order to provide adequate coverage of the entire state.

of the Communication Center which has as its goal the extension of the University to all the people through all the mass media of communication. WUNC, therefore, has - in theory at least - no permanent staff and no budget. In practice, one staff member of the Communication Center devotes approximately two-thirds of his time to the station, and the student engineer is paid; all the rest of the help is voluntary. WUNC has made a considerable effort in the area of foreign-originated programs. The Communication Center's additional radio activities include producing special program series for other agencies. One series underway at the University is AMERICAN ADVENTURE, being produced under a grant from the NAEB-FAE. A number of Communication Center series are carried on commercial stations either by tape or FM network, North Carolina being extremely fortunate in the great number of active FM stations in the state.

### Television

The first activity in educational television in the State of North Carolina was the Consolidated University's conference last June, drawing together 150 deans and administrators from the three campuses. After two days of study, upon the advice of the conferees, the University formed a Television Advisory Council, directed the Communication Center to produce 13 kinescopes, directed the writing of a 115-page volume on theory, costs, and administration of educational television in the University, and recommended the appointment of a State Television Commission. Governor Umstead has appointed such a Commission, and Earl Wynn has been appointed its Executive Secretary. Local committees have been formed in each of the eight communities to which allocations were made, and there have been a number of meetings, state-wide and community-wide, in an effort to get the best possible plan. It might be said that "everyone has met everyone else." President Gray has made the point that the University will activate no more than one channel, Channel 4, in Chapel Hill. The other 7 allocations are the problem of the rest of the state. If the University does activate Channel 4, it will be a completely educational, non-commercial venture. There will be studios on all three campuses. The state's position is that it will engage in enough activity to demonstrate intent and thus reserve the other channels. Several communities, however, may go ahead on their own on a small scale. No money has been requested from the legislature for the next two years except for study purposes. The University is seeking private funds to activate Channel 4.

SOUTH CAROLINA: Ernest Lent, WUSC, University of South Carolina.

### Radio

WUSC is the only educational radio station in South Carolina. The project was conceived 13 years ago and has now been on the air 9 weeks. This is a 10-watt station, programming 37 hours a week. WUSC carries 4 NAEB shows in the morning which are repeated several times and carries, in addition, 16 NAEB adult shows for a total of 10 hours of programming a week. They also carry a number of transcribed shows. Staff is as follows: Mr. Lent has a third class ticket; there is a student with a third class ticket. It is difficult to get student interest because there is a carrier current station on campus which operates with no faculty supervision; the students have 'carte blanche' in programming and operation. Since

last June, WUSC has been putting one program, THE UNIVERSITY FORUM, on a commercial station. In April they plan to go on commercial television. The Junior League has kept radio alive in the schools in this community. They have found an 'angel' to pay for program rentals and persuaded stations to donate time. A regular report form is in use among the schools and prepared manuals are available to teachers for NAEB shows. There are still serious difficulties in lack of receivers and usage of equipment.

#### Television

Not very much progress has been made with the 4 allocations for South Carolina. Although the Superintendent of Public Instruction has expressed interest, he feels reluctant to approach the governor. A meeting has been called for the Columbia area on March 16 and 600 to 700 invitations have been sent out to persons within a 60-mile radius of Columbia, an area including 900,000 persons - 250,000 of them children. At this meeting an effort is going to be made to arouse some real interest. The state has had an \$18,000,000 surplus, but the governor has already allocated these funds. It is not considered practicable to approach the present Assembly. The folks in Charleston have worked hard because the Charleston allocation is the most vulnerable one. It is too early to say whether they will be successful or not. It is hoped that the Columbia group will manage to arouse public support for a station in that area. No action is expected with the other two allocations.

VIRGINIA: Carroll B. Lusk, Virginia Museum of Fine Arts.

#### Radio

There are no educational stations in Virginia; The University of Virginia operates a carrier current station 18 hours a day. This is claimed to be the world's largest carrier current station, (Alabama: please note). The station has a yearly staff of one hundred. Five courses in Radio are offered by the Department of Speech. New quarters for radio and recording and speech were opened in January, 1953. The department now has three programs a week on commercial stations, three more planned, and has also planned a tape network.

In Arlington the school system has programs three times a week on commercial stations. The main object of these is pupil participation. They have been emphasizing the use of handicapped students as a remedial procedure and have had remarkable success with students experiencing speech, hearing, and reading difficulties, and also with mentally retarded students.

#### Television:

There is an educational television allocation to Charlottesville, but the University of Virginia has no funds for such work, and as far as is now known, has no plans. The Arlington school system put 6 1/2 hours of television programs on commercial stations last year and is this year producing a series on alternate Saturdays. A series on school work has been planned for the spring. WMAL has, however, reneged on the proffered time for this series. (All educational broadcasters, please note). Arlington will offer the series to another station. They have a high-powered Speech



Advisory Council including persons from commercial stations and Frank Durham of the U. S. Department of Education. The Council consists of 15 persons who meet 6 times a year. They have found their public relations program very helpful in the development of radio-television.

In Richmond, interest is high in educational television. The State Department of Education has allocated \$2,000 to pay for the study of facilities and possibilities, and plans to engage an engineer for necessary studies. The need is felt for "booster stations." There are 5 UHF allocations to the State of Virginia. After the Richmond meeting at which Mr. Wynn spoke and the panel discussion which followed, a great deal of interest was aroused and some progress has been made.

The Virginia Museum has done little so far but has resources. It is planning to expand its services as a regional distribution center, adding theatre and music facilities. A new wing is being built for theatre, radio, and television operation. There is plenty of room on stage, good lighting facilities and adequate shops. A separate staff is planned for this operation: a director, designer, and technician as a permanent staff. They will use local talent. Its purpose is to bring in eminent artists and scholars for the making of films. These of course will be available for the Fund for Adult Education's Radio and Television Center. They plan to make films on all the visual arts. It is felt that the people of Virginia appreciate the rare opportunity offered by the advent of educational television. They are very conscious that what is done must be good or the whole program will fail spectacularly.

WEST VIRGINIA: Raymond D. Cheydleur, Director of Educational Radio-TV, Marshall College, Huntington.

(Represented by letter as follows)

I have delayed this letter in the hope that the situation would change here. Due to the sudden illness of Professor Otis Ranson which has apparently turned into a prolonged affair, I will not be able to attend this year's convention. We have had to double up on the work, etc.

I do want to add this, however, and that is: Come.....or High Water, you may expect me at the next meeting.

As the new baby of this organization, I want to say I am mighty proud of my parents!

During the last three years, Marshall College Radio has grown a great deal. With little or no real educational radio and television being done in this state, we have been able to add six courses in this field - have developed a healthy enrollment in spite of declining college enrollments - have obtained \$50,000 and have built modern educational radio studios - have pioneered in educational television with a series in Psychology.

We are also in the early stage of developing a new Department of Advertising and we hope to have this in operation next fall.

Our greatest problem is that of fighting the apathy, the ignorance, and the backwardness of education in this state. Having been raised in the Wisconsin system and having such good states as Illinois and Minnesota as neighbors, I find that the snail-like progress being made in this area is most discouraging.

The one suggestion I have to make is that it might be well for NAEB to consider some means by which an active public relations program may be carried on. This should certainly be slanted for the information of college presidents, deans, comptrollers, and members of state board of finances.

Best of Luck with your conference. I'm certain it will be excellent.

(Signed) Raymond D. Cheydleur  
Director of Educational  
Radio-TV

.....PUERTO RICO: Jose Buitrago, WIPR, San Juan

#### Radio

WIPR is the only educational station in Puerto Rico. It started as a commercial station, government-owned, and operated for six months as such. Pressure from commercial broadcasters caused suspension of commercial operations and forced WIPR to go educational. A public broadcasting board was set up to govern station operations. This board met once and made three decisions: 1) it appointed Mr. Buitrago manager, 2) instructed him not to carry political or religious programs, 3) told him he had a year of grace. WIPR's problems were unique. Mr. Buitrago inherited a 51-man orchestra, a theatre seating 300 persons, professional movie projection equipment, 8 remote units, 5 brush tape recorders, and a vast collection of soap opera scripts. The staff had not been selected with an eye toward educational operation. The station was committed to 15 hours a day on the air, 6:45 a.m. to 11:00 p.m. Conversion to educational programs was slow. A great deal of help was received from BBC, RDF, and Radio Netherlands with their programs in Spanish. The competition in Puerto Rico is "amazing"; commercial radio there makes U. S. network fare look like the BBC's Third Program. The station with the largest audience carries 19 hours of soap opera per day. The ethics of radio surveys made in Puerto Rico have been questionable: ratings have been given to WIPR when it was not on the air. WIPR's main interest is adult education, and now, after 3 years, it is well established and provides a yardstick against which commercial programs can be measured.

#### Television

The television project has been approved in principle. There will be only one educational channel in Puerto Rico, and it is planned to join commercial broadcasters on a common site with a common tower and full power. The government is putting up the money for development. Commercial stations will have no advantage over WIPR, coming in at

the same time, and it is felt that the commercial people do not realize the complications which television will create. Commercial operators are planning film operations with kines from Cuba, Mexico, etc. They are not planning facilities for scene building, visual aids, etc., and WIPR should be way ahead in its planning. There are special problems in Puerto Rico which will require special solutions. They are fearful but feel they have no choice and will go ahead. Operation costs are a frightening factor, but they hope that the central distributing agency of the NAEB will come through with a good quantity of good programs.

\* \* \* \* \*

In the discussion period that followed, the first question which was asked was: What are the chances of extension of the June 2 deadline? The consultants replied that if the community could show activity, the chances are good for extension. The deadline itself has been a good thing in making the educators go ahead; however, it is likely that if pressure has kept a community from making progress thus far, the same pressure will get the asterisks removed from the allocation lists.

Has the report of the New York Commission hurt TV plans in the more progressive states? It has, because construction permits had already been granted. But on the other hand, it has served to crystallize support for educational television.

In one community in North Carolina we have the support of commercial operators and no opposition. We expect to be able to raise some money. Our production possibilities are not too great. If we had enough money for a projector operation, what would we be able to put on? The Chicago Center will be putting out films and kinescopes with an original goal of an hour a day within two years. They hope to produce educationally significant materials. NAEB is working very closely with the Center. What would the 'grass roots' people like NAEB to do? At one point, NAEB planned to establish a film distribution center, but this plan has temporarily been suspended. Your international committee found 1800 films abroad which will be useful. In addition, there are tremendous resources at the 'grass roots' level. A film operation can be much less expensive than many believe, and not every station has to be a production center. On the other hand, the best program source in the world for local stations is going to be the local community, and the educational station should make itself available to all community agencies. What is needed is faith. We have to get on the air and be confident that we can program.

Should a student who wants to go into educational television get a Master's degree? In Illinois the decision has been made that training in television will be a fifth year study. A similar decision has been made in North Carolina.

There have been some very bad experiences with educational radio-television consultants trained in the media but knowing nothing of education. There is a real need for trained personnel who know both education and the media.

How can we get accurate and adequate information on costs in television? The estimates made by Arthur Hungerford as far back as the Penn State conference are available in mimeographed form from

the JCST. also, manufacturers, when given the exact requirement of a given community, will give an exact estimate.

The discussion closed with a brief word from Mr. Siegel who informed the members that the Beacon Press, Boston, Massachusetts, will be publishing the scripts of THE JEFFERSONIAN HERITAGE and WAYS OF MANKIND in book form. These will be available in 35¢ pocket editions, and it is anticipated that there will be a big demand for them. Three new programs are available to NAEB members:  
1) A REVIEW OF BRITISH WEEKLIES, 2) CBC's: OVER THE BACK FENCE, 3) Mutual Security Agency's: LETTER FROM ITALY. These are available through Mr. Siegel at WNYC.

Finally, it takes a third class ticket to operate an educational transmitter. Every educational broadcaster should get a third class ticket; in fact, he ought to go on and get a second and a first.

"this is an endless adventure, be Ye of good faith."

\* \* \* \* \*

2:00 p.m. Small Group Discussion: HOW CAN NAEB HELP US?  
3:35 p.m. " " " HOW CAN WE HELP OURSELVES & NAEB?  
During the afternoon, the Workshop divided into four groups as indicated below. Each group chose a chairman and recorder. Two chief topics were discussed: How Can NAEB Help Us? and How Can We Help NAEB? The discussion continued to 5:00 p.m. at which time recordings, films and kinescopes were available for listening and viewing.

Group I:

Mrs. Camille Halyard, Chairman  
Mozelle Causey, Recorder  
Benjamin Ayerrig  
L. O. Brackeen  
George Dooley  
Mrs. Zelta Kosh  
Charles MacInnis

Group II:

Vernon Bronson, Chairman  
Ralph Sears, Recorder  
C. R. Graham  
Dan Matthews  
Jack Westbrook  
Richard Wilson  
John Young

Group III:

Walter Whitaker, Chairman  
Roy McGillevray, Recorder  
Tom Carroll  
Dorothy Day  
Dale Keller  
Ernest Lent  
Carroll Lusk

Group IV:

Alvin Gaines, Chairman  
Hoyt Galvin, Recorder  
Jack Breit  
Ralph Boyle  
Jose Luitrago  
Mrs. Carroll Lusk  
Julian Morse

\* \* \* \* \*

At 7:30 p.m. the group met for a final banquet at the Carolina Inn Ball Room. Alvin Gaines, having been elected Chairman by the discussion group chairmen, presided.

Mr. Gaines spoke feelingly of the progress which had been made by

the N.A.E.B. and the real pleasure which he felt in seeing the dream of his early N.A.E.B. association come true in this very active Region II meeting. He then called upon the group chairmen to report the findings of the afternoon session. These are summarized as follows: (Any discrepancies noted between the recommendations given here and those sent out by Mr. Schooley must be attributed to human fallibility in reporting - whose, this deponent saith not).

The report for Group I was presented by Miss Camille Halyard.

#### How Can N.A.E.B. Help Us?

- A. Programming...by sending out advance leaflets on all programs and program series which are more specific than those at present supplied members. Too often program chosen or rejected on insufficient evidence. WAYS OF MANKIND was cited as an illustration. (Send all a complete list of N.A.E.B. membership, associate, active, and affiliate)
- B. Grants:
  - 1) to allocate small grants to small stations to help carry on special work in the station;
  - 2) to give scholarships to help individuals (teachers) get further training in radio and TV techniques. This is carried on on a seminar basis in some places, but...incomplete, not all school systems can afford trained radio people;
  - 3) to help pay for trips to production centers for training educators.
- C. Workshops or seminars:
  - 1) to set up more 'grass roots' workshops, where mutual profit can be derived from various experiences;
  - 2) to provide training session at regional workshops for TV production (commercial station help, etc.)
- D. Newsletter...Compiled bulletin...
  - 1) to compile description and to give evaluations of ways TV is being utilized by public school system, a 'do's and dont's column, in short.
  - 2) to give information as to the prevailing ways of remunerating talent...to give scale for paying Radio-TV personnel in education.
  - 3) to send out leaflets giving latest technical developments.
- E. Exchange Bureau...to help the region set up a way to exchange radio and TV scripts. Conferees are aware of the need for local programming, but a script exchange would be useful in certain areas, such as literature, which doesn't have much localism.

#### How Can We Help N.A.E.B.?

- A. Programming:
  - 1) to offer suggestions in which ways programs can fit into modern school procedures (hours, flexible curriculum, etc.);
  - 2) to send in list of our local programs so that an exchange column page might be used in the

Newsletter;

- 3) to send in our programming needs if NAEB doesn't have them. If several ask, then perhaps something could be done. Or, if NAEB can't meet a specific need, perhaps a member can.

B. Scripts...To provide scripts for exchange and to tell what is needed in scripts.

C. Research...To offer ourselves, particularly classroom teachers, as resource persons for program development, using teachers instead of script writers.

One of our biggest worries was the fear that the "participation" aspect for those taking part in TV would be forgotten - and the terrific motivation and values that arose out of it, particularly public schools.

\* \* \*

The report for Group II was presented by Mr. Vernon Bronson, and Group II recommended the following:

Where possible, group tape offerings into blocks of 13-week series. Suggestion not intended to discourage special program offerings.

The establishment of a screening committee in each region to which members within the region would submit programs considered by the member to be worthy of distribution. The regional committee would act on each program submitted, by:

1. accepting the program and recommending it for national distribution, in which case it would be forwarded to national headquarters, the program would fall into alternative categories listed as follows:
2. accepting the program for regional distribution, in which case it would arrange for regional distribution.
3. rejecting the program for distribution.

The establishment of a system of distribution, on a regional basis, of previously distributed programs. This may be accomplished either by a regional depository or by expanding national headquarters.

Interests of educational broadcasters can best be served by using the already existing machinery of the NAEB for planning, production and distribution of educational programs on film from the Chicago Educational Radio and TV Center. Members of the NAEB will look to their own organization for leadership.

That the NAEB explore the possibilities of obtaining LP records with program notes including timing from all recording companies, either free or at reduced prices for NAEB active stations.

That all sources be explored to obtain funds to produce programs on all levels of education. Also to obtain funds for scholarships, internships, and fellowships for representatives of all

levels of education.

That all reels be labeled with program titles and real sequence.

\* \* \* \*

The report for Group III was presented by Mr. Walt Whitaker. The following recommendations were made:

#### Promotion of NAEB Tape Network Programs

The need for a survey of promotion for tapes was discussed, both on the local level and from NAEB. 1) Information; 2) Mailing piece; 3) Gimmicks. It was emphasized that promotional materials are needed in advance.

#### Recording and ET'S (Program and Production Aid)

The need for some centralizing agency (NAEB) furnishing information on available materials of this sort was brought up. Some schools do not have a sufficient number of records and ET'S for their use. It was recommended that NAEB compile information that would be useful for the member stations in writing away for ET'S and for transcription services. Also, that NAEB contact recording companies for the purpose of arranging free distribution of records or for buying the records at a reduced rate. It was mentioned that no help has come from either the recording company or the distributor when these companies were approached by most individual stations.

Publish a list of companies which in turn publish the timing of music.

#### Acceptance Committee (Uniformity of Materials)

Revise the rules and standards on the programs in regard to the timing of the programs under consideration for distribution. Eliminate excessively long talk programs. Conform to radio timing.

Farm out program ideas to the regional members, for NAEB coverage - with or without budget assistance - or the individual members for production in fields in which certain schools excel. One of the chief purposes being to avoid duplication in production.

#### NAEB and the Chicago Center

The unanimous feeling about this matter was that NAEB should not be subordinated to the Center inasmuch as the years of work would be in jeopardy, that the former organization should control the selection and distribution aspects of the programs to educational stations.

#### Up-Grading Personnel for Radio and TV (Encourage students)

A broad knowledge of the field should be required as well as specific knowledge. The pay scale should be as high as it can go to fit the local picture. NAEB should help survey the field

for the purpose of setting up a placement bureau. The Newsletter should serve as a job-information source for educational Radio-TV persons instead of Broadcasting.

### Regional Production and Distribution

It was highly recommended that stations within each particular region set up a production and distributing center for dealing with subject peculiar to the region, programs to be made available to extra-regional station through NAEB.

\* \* \* \* \*

The report for Group IV was presented by Mr. Hoyt Galvin. The following recommendations were made:

#### How Can NAEB Help Members:

1. The NAEB should investigate the possibilities of providing consultant services to schools desiring to establish or improve FM broadcasting.
2. Other miscellaneous comments of value:
  - a. Gaines advised that teacher training in radio utilization should be an important factor in new school broadcasting operations.
  - b. In television, it was mentioned that commercial programs can be carried on educational television stations provided that audio is cut off during the commercials, and this assumes the program itself was of a nature to be classified as education.
  - c. High gain should be secured in television installations by using a high gain antenna and wave guide transmission lines should be used between the transmitter and the antenna even though the first cost of these installations will be higher.
  - d. In purchasing television equipment, watch for adaptable characteristics necessary in case more power is added later or even for the days of color television.

#### How Can Members Help NAEB?

1. Exchange of personnel between stations be encouraged and facilitated by the Professional Advancement Committee of NAEB.
2. The NAEB should establish a Television Network on both the national and regional basis.

\* \* \* \* \*

Following the group reports, the members of the Executive Board of the NAEB, Graydon Ausmus, Frank Schooley, Jim Miles, and Sy Siegel summarized the work of the conference. Others present joined in a lively discussion of the aims and ideals of NAEB and the accomplishments of the meeting. (For a statement summarizing the summaries, see Foreword.)



UNIVERSITY FILM PRODUCERS ASSOCIATION

Department of Cinema, USC  
3518 University Avenue  
Los Angeles 7, California

Fellow UFPA Members:

Attached is the preliminary program for the Seventh Annual Conference of the University Film Producers Association, which will be held at the University of Southern California during August.

The general theme of the meeting will be "Educational Television and the University Film Producer." Probably the most important problem which we, as producers, face and will face in coming years is that of films for television. As time goes on, this will include practically all of us. The real challenge is in developing our techniques, personnel and facilities so that we can integrate this type of production into our program.

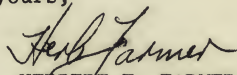
In August, we will have a chance to thrash over the problems and to hear from many individuals outside the organization. As in the past, the agenda will include screenings, a chance to see the "sights", and some time for "recreation".

I recognize that there are two problems confronting many of you, as far as your coming: 1) selling your administration on the idea, and 2) the expense. On the first point, if a letter from me requesting your participation and pointing out the specific benefit to your program would help, please let me know to whom it should be addressed and what approach would be most effective. On the second point, if you would be interested in a transportation pool (car, train, or airplane), let me know. We are hopeful that the total cost for meals and lodging during the conference will be around \$35.00.

In order that we may correct our mailing list, please check and return the attached postcard, at once. If you know of anyone who should receive notices of the conference who is not a member, let me know.

This conference is yours. Any suggestions you have will be most welcome by your Program Chairman, Bill Blume, and the committee, Ed Freed, Bill Jordan, and Harry Webb. Call on me if I can be of any help to you.

Cordially yours,

  
HERBERT E. FARMER  
President

SEVENTH ANNUAL CONFERENCE--August 17-21, 1953  
University of Southern California

APR 30 1953

SEVENTH ANNUAL CONFERENCE  
University Film Producers Association

Host: Department of Cinema, University of Southern California  
August 17-21, 1953

Theme:

Program Committee:  
Wilbur T. Blume, Chairman, USC  
Ed Freed, UCLA  
Bill Jordan, UCLA  
Harry Webb, Univ. of Minn.

EDUCATIONAL TELEVISION  
AND THE UNIVERSITY  
FILM PRODUCER

Preliminary Program:

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Monday 9:00 a.m. Registration and a chance to renew acquaintances.  
12:15 p.m. Luncheon. "Welcome to California."  
Key-Note Address.  
2:30 Business meeting.  
3:30 Committee meetings.  
7:00 Screening of recent university productions.

---

Tuesday 9:00 a.m. "Role of the Film in Educational Television."  
An evaluation of the present situation and the potential developments in the light of current evidence.  
Dr. DALLAS W. SMYTHE, Research Professor, Institute of Communications and Research, University of Illinois, and a panel of outstanding authorities.  
10:30 "Operation of Local Educational Channels."  
The functional problems of station operation and the relationship of film to them.  
1:30 p.m. Tour of USC and UCLA film and television facilities.  
Evening Annual picnic, on the beach (Luau or barbecue)

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Wednesday 9:00 a.m. "Production Problems."  
Practices of commercial newsreel and television coverage as they apply to educational television.  
BOB ALLISON, KTTV Newsreel Editor.  
AL WALKER, Movietone News.  
10:30 "Producing the Sustained Program on Film."  
Methods of production employing conventional means and multiple-camera techniques for producing the television film program.  
1:30 p.m. "How Effective Are Our Efforts?"  
Pre-testing and post-evaluation of films.  
Dr. NICHOLAS ROSE, Director of Research, Department of Cinema, USC.  
Dr. FRANKLIN FEARING, Professor of Psychology, UCLA.  
3:15 "Expanding Opportunities for the University Film Producer."  
A discussion of the potentialities of

Wednesday, (continued)		programs being initiated by Government agencies, foundations, and military services for the university film unit.
	7:00 p.m.	Screening of recent university productions.
-----		
Thursday		Technical Buzz Session.
	9:00 a.m.	"Kinescope Recording and Technical Considerations in Films Produced for Transmission." RALPH LOVELL, Supervisor, Kinescope Recording, NBC, Hollywood.
	10:30	"Future Trends." Discussion of new technical developments in the area of Third-Dimension cinematography, stereophonic sound, background projection, et cetera.
	1:30 p.m.	Final business meeting.
	7:00	Screening of recent university productions
-----		
Friday	All Day	Field trips to West Coast laboratories, film studios, and television stations.
	Evening	Closing session and adjournment.

NOTES:

Continuous exhibit of manufacturers' products.

Screening rooms available for private showings at all times.

Luncheon arrangements will allow for committee meetings at that time.

University of Southern California  
presents

THE FILM IN COMMUNICATION

A Continuing Series of Seminars in Problems of Mass Communication

Sponsored by the Department of Cinema

1953 Topic:

THE ROLE OF THE FILM IN EDUCATIONAL TELEVISION

August 3 - 14

A Special Two-Week Symposium for:

- Audio-Visual Coordinators
- Teachers
- Community Leaders
- Film and Television Producers

With the advent of many television channels desiring to use educational programming, the role of film has assumed increasing importance. Here mature students, many of whom will have extensive background themselves, will have the opportunity to explore these possibilities in company with some of the most distinguished leaders in Education, Television, and Film Communication. In addition, the Farmington Plan has helped to make available at the U.S.C. Library one of the most complete collections of published material on Film and TV. Members of this study group will share in the planning and development of Educational policy and programming with national leaders in the field.

Leading the study will be DALLAS W. SMYTHE, Ph.D., Research Professor, Institute of Communications, and Professor of Economics, University of Illinois. He is a nationally recognized leader in the field of Educational Television. He has been Director of Studies for the National Association of Educational Broadcasters since 1948, and is also a consultant to the Communications Research Project of the National Council of Churches, Broadcast and Film Commission. Dr. Smythe has frequently been consulted by the Federal Communications Commission regarding the problems of educational television channels.

Participating as resource personnel will be a panel of ten outstanding authorities in the field.

For applications or further information, write to:

Wilbur T. Blume  
Assistant Head, Department of Cinema  
University of Southern California  
Los Angeles 7, California

NATIONAL ASSOCIATION OF EDUCATIONAL BROADCASTERS

OFFICE OF THE REGIONAL DIRECTOR



NAEB

May 4, 1953

Mr. Graydon Ausmus  
President, NAEB  
University of Alabama  
University, Alabama

Dear Graydon:

Enclosed is an announcement of the University Film Producers Conference at Los Angeles, August 17 to 21. Since the theme is "Educational Television and the University Film Producer" I believe it is even more urgent that we make contact with this crowd immediately, in order that we arrive at some cooperative understanding prior to this meeting. It would be well for NAEB to have a representative at this meeting. As you will know, Dallas Smythe is to be there, but I am wondering if he can represent us. Would you react to this please.

Sincerely yours,

*Marion R. DeNay*  
*Secretary*

Earl Wynn  
Director, Region II

Dictated by Prof. Wynn  
and signed in his absence.

Box 2002  
University, Alabama

May 19, 1953

Dr. Gordon Gray, President  
University of North Carolina  
Chapel Hill, North Carolina

Dear Dr. Gray:

The Region II Workshop-Seminar of the National Association of Educational Broadcasters which convened on your campus March 13 and 14 was one of the most successful, lively, and efficiently run workshops which I have had the pleasure of attending in many years. The careful planning of Mr. Earl Wynn and his staff, the warm hospitality extended by you, Chancellor House, Mr. Wynn, Kay Kyzer, and others, and the beautiful atmosphere of your campus made it a truly memorable occasion.

I apologize for the tardiness of this note of thanks and congratulations to you. My own schedule of travel during the period that has intervened has made it impossible to write sooner. I do wish you to know, however, that the National Association of Educational Broadcasters is grateful to you and the University of North Carolina and to Mr. Wynn and his staff for this very fine Workshop-Seminar.

Most sincerely yours,

Graydon Ausmus  
President

GA:pse

cc: Earl Wynn

REGION II  
SEMINAR WORKSHOP

COMMUNICATIONS CENTER,  
UNIVERSITY OF NORTH CAROLINA,  
CHAPEL HILL, N.C.; MARCH 13-14, 1953

NATIONAL ASSOCIATION OF EDUCATIONAL BROADCASTERS  
119 GREGORY HALL, URBANA, ILLINOIS

EDITOR'S NOTE

This summary has been prepared from notes taken personally at the sessions reported on. To the best of the editor's knowledge, it represents an accurate condensation of the proceedings. Reporters, however, even radio-television reporters, are fallible (although it pains us to admit this). In order to avoid erroneously attributing statements, names have been deleted from the highly condensed portions dealing with the discussion periods. It is obviously impossible to achieve this in reporting the speeches. The editor begs the indulgence of the speakers where errors have crept in and wishes to state that he has followed in spirit the Arab prayer: "Guard us from error in narration and keep us from folly even in pleasantry."

One other liberty has been taken: A brief summary of the meeting has been placed, not at the close, but as a Foreword.

Robert F. Schenken,  
Recorder



## FOREWARD

It is sometimes difficult at the moment of an experience to express the deepest feelings and convictions of a group. It is certainly temeritous to attempt it after the moment, when the group has dispersed. But on the basis of fragments of conversation in work sessions and at lunches, in conferences and in moments of relaxation, and from some hints contained in letters received after the conference was over, I should like to attempt the improbable.

The work we do, year-in, year-out, in Radio-Television education, despite its public nature is essentially lonely work, because in Region II, certainly, it is pioneer work. At its best, it is pioneering work everywhere, and this concept of our work as pioneers holds significance for the meeting which we have just concluded. The word 'pioneer' connotes more than the opener of frontiers; it connotes the hospitable house, the helping hand, and, yes, the understanding heart. It connotes, even for us in civilized, settled Twentieth Century America, banding together for the common cause. We in the Southeast have a particular affinity with the frontier and with Causes, Lost - and Won. In coming together in our common cause, we did these things:

We learned to know and respect that hospitable house, our own house, the NAEB - thanks largely to the always lucid, often brilliant, talks of Ausmus, Schooley, Miles, and Siegel.

We offered to each other, gropingly perhaps, but eagerly, the helping hand - 'exchange' was the watchword of every discussion session.

We saw with new understanding the cause in which hearts and hands and minds are enlisted - to make these miraculous media serve the purpose a great Region II writer has expressed:

To every man his chance, to every man,  
regardless of his birth, his shining,  
golden opportunity - to work, to be  
himself, and to become whatever thing  
his manhood and his vision can combine  
to make him.

This, seeker, is the promise of America.

.... Thomas Wolfe,  
University of North Carolina, '05

Delegates Attending NAEB Region II Seminar-Workshop  
in Chapel Hill, N. C., March 13-14

Alabama

RALPH SEARS, Alabama State College for Women, Montevallo, Ala.  
WALTER WHITAKER, Station WUOA-FM, University of Alabama, University, Ala.  
L. O. BRACKEEN, Alabama Polytechnic Institute, Auburn, Ala.

Florida

BENJAMIN AYCRIGG, Station WPRK, Rollins College, Winter Park, Fla.  
DAN MATTHEWS, Station WPRK, Rollins College, Winter Park, Fla.  
VERNON BRONSON, Station WTHS-FM, Lindsay Hopkins Vocational School, Miami, Fla.  
GEORGE DOOLEY, Station WTHS-FM, Lindsay Hopkins Vocational School, Miami, Fla.  
ROY A. MCGILLIVRAY, Station WTUN, University of Tampa, Tampa, Fla.  
JACK BREIT, Station WTUN, University of Tampa, Tampa, Fla.  
JULIAN D. MORSE, Board of Public Instruction, Jacksonville, Fla.

Georgia

ALVIN GAINES, Station WABE-FM, Atlanta Board of Education, Atlanta, Ga.

Kentucky

MRS. CAMILLE HENDERSON HALYARD, Station WBKY, University of Kentucky, Lexington,  
Ky.  
G. R. GRAHAM, Louisville Free Public Library, Station WFPL, Louisville, Ky.  
DOROTHY DAY, Station WFPL, Louisville Free Public Library, Louisville, Ky.

North Carolina

RICHARD E. WILSON, Station WHPS, High Point Public Schools, High Point, N. C.  
DALE KELLER, Greensboro Public Schools, 501 Asheboro St., Greensboro, N. C.  
MOZELLE CAUZEY, Station WGPS-FM, Greensboro Public Schools, Greensboro, N. C.  
HOYT R. GALVIN, Public Library of Charlotte and Mecklenburg County, Charlotte,  
N.C.  
JOHN YOUNG, Station WUNC, University of North Carolina, Chapel Hill, N. C.  
TOM CARROLL, Station WUNC, University of North Carolina, Chapel Hill, N. C.

NAEB Seminar-Workshop, March 13-14, delegates attending, page 2

North Carolina (cont'd)

EARL WYNN, Communication Center, University of N. C., Chapel Hill, N. C.

R. F. SCHENKKAN, Communication Center, University of N. C., Chapel Hill, N. C.

Puerto Rico

JOSE A. BUITRAGO, Station WIPR, San Juan, Puerto Rico

South Carolina

ERNEST E. LENT, Station WUSC-FM, University of South Carolina, Columbia, S. C.

CHARLES P. MACINNIS, Instructional Materials Bureau, City Public Schools,  
Columbia, S. C.

Tennessee

JACK WESTBROOK, Station WUOT, University of Tennessee, Knoxville, Tenn.

Virginia

CARROLL B. LUSK, Virginia Museum of Fine Arts, Richmond, Va.

ROGER BOYLE, Professor of Drama, University of Virginia, Charlottesville, Va.

MRS. ZELDA KOSH, Speech Education Dept., Arlington Public Schools, 1426 N.  
Quincy St., Arlington, Va.

Officers

President GRAYDON AUSMUS  
WUOA-FM, University of Alabama  
University, Alabama

SEYMOUR SIEGEL  
Immediate Past President  
WNYC Municipal Broadcasting System  
2500 Municipal Building  
New York 7, New York

FRANK E. SCHOOLEY  
Treasurer and Acting Executive Director  
Urbana, Illinois

JAMES MILES, Secretary  
WBAA, Purdue University  
Lafayette, Indiana

## REPORT OF THE PROCEEDINGS OF THE SEMINAR WORKSHOP

### REGION II, OF THE NATIONAL ASSOCIATION OF EDUCATIONAL BROADCASTERS

Place: Communication Center, University of  
North Carolina, Chapel Hill, N. C.

Time: March 13 and March 14, 1953

10:00 a.m. THIS IS OUR JOB.

Promptly at 10:00 a.m. the Seminar Workshop of Region II of the NAEB was convened by Earl Wynn in Studio A at the Communication Center, University of North Carolina, Chapel Hill. Mr. Wynn called upon Graydon Ausmus to make the invocation and then introduced Chancellor Robert Burton House of the University who spoke, not from notes but after notes played in him inimitable manner on his harmonica. The Chancellor then spoke with great earnestness of the significance of educational broadcasting and telecasting in extending the educational facilities of the universities of the country and the school systems to all the people, pointing out that extension through radio and television was a logical step in the history of this University and of most other major universities. He welcomed the members most cordially to the campus and wished them well in their work.

Graydon Ausmus, President of the NAEB, then welcomed the members in behalf of their national organization and spoke briefly of the importance with which the Executive Board regarded regional conferences. Conferences such as these, he said, would be invaluable in providing new leadership, new ideas to the direction of NAEB and would serve to fertilize and re-vitalize the work of members on the "grass roots" level. The first regional conference held at the University of Oklahoma last year had been an inspiring event, and he anticipated equally fine results from this conference in the Southeast.

Following these messages of welcome, all participants were introduced to the group and the work of the conference was declared officially under way.

The first speaker was Seymour Siegel, Immediate Past President of the NAEB, who spoke on "NAEB--Our Achievements." Mr. Siegel reviewed rapidly the history of NAEB from its formation in 1929, its long period of comparable inactivity, through the significant events of the Allerton House meeting at the University of Illinois in the summer of 1949 when for two weeks the conferees, NAEB members discussed the nature of the educational broadcasting problem. The conferees referred back to a study made by Lazarsfeld in 1947 for NARTB, "What Did the American People Think of Radio?" NARTB had boasted of the results: 70% of the American people thought a good job was being done. The Allerton House turned that figure over and 30% of the American people were not getting what they wanted. Were the commercial broadcasters right in saying "the best radio program is one that sells the most goods," and "radio can't afford to be anything but commercial," and "commercial radio is made in the image of the American people and any criticism is a criticism of the American people"? The first conclusion of the Allerton House conference was that it was necessary for educational broadcasters now scattered here and there over the country making bricks without straw to begin to exchange resources. The first program made available through WNYC was from Cooper Union, "Great Themes in the Great Hall." This project looked easy at first but soon became a tremendous burden for the NYC staff with no budget. Then in 1950 at Lexington there suddenly became available to NAEB what looked like a vast sum - \$240,000;

space was made available, and a national headquarters was set up. This was a great step forward.

It came at a fortunate time, because on the 10th of October, 1950, the FCC began to consider the problem of television allocations. The NAEB immediately stepped in. Dick Hull sent out (collect) telegrams to all the members. On the 16th of October there was a meeting at the Office of Education in Washington. The problems seemed insurmountable. It was going to be a tremendously expensive undertaking to plead the rights of education before the FCC, and there was no money. Not only that, but it seemed unlikely that anyone qualified to plead before the FCC would care to represent the lost cause of education. But the NAEB raised \$50,000 to surmount the first item, and got General Telford Taylor, formerly Chief Counsel of the FCC, to represent the cause of education. "Never before did so many confuse so few with so little." Witnesses were brought in from all over the country. Senators testified as did presidents of universities. The FCC's decision to allocate 242 channels to educational television was more than the NAEB had asked for. It was more than all the non-commercial radio stations on the air in America at any time. One of the most convincing arguments which perhaps more than any other swayed the FCC's decision was the Monitoring Study of Commercial Television which the NAEB had conducted. It was a shocker. We may truly say that educational television is an achievement of the NAEB. As a result, the trade magazines learned how to spell education. We began to be a force in America.

The NAEB then became the recipient of a grant from The Fund for Adult Education. At a meeting on the tennis courts of the University of Chicago, the Executive Board of the NAEB considered this overwhelming responsibility: \$300,000 to be spent in programming. They were appalled. In the first try, in bringing together a professional group, they found that there had been produced a fine, but not educational, show. They found that on a commercial program the educational consultant verifies dates. They scrapped the program and started over, making the educational consultant the final authority. It was very hard on professional script writers, but two of the series produced in this way, THE WAYS OF MANKIND and JEFFERSONIAN HERITAGE were so outstanding that they were named the two top programs in America by radio critic, Jack Gould. And other programs, while perhaps not as outstanding, have been of great interest and have been well received.

In the area of international exchange on radio programs, commercial radio had done little or nothing and had, in fact, on one occasion at least, airily turned down an invitation from the French Broadcasting System who very generously offered their Radio Diffusion Francaise (RDF) shows to be carried commercially. The NAEB is approaching this problem differently. We have established very cordial relationships with RDF, BBC, Radio Italia, and others. We are beginning to exchange programs with these systems in their own languages. This is an opportunity for the improvement of international relations which is tremendous. We have now begun to have a voice in the selection of some Fulbright Fellows, and one achievement in international broadcast which deserves special mention: the BBC is carrying the JEFFERSONIAN HERITAGE, something the Voice of America has never been able to get the BBC to do with an American show. NAEB is beginning to do a job for the country.

The next speaker was Graydon Ausmus on the subject "NAEB--Our Dreams":

Our dreams, said Mr. Ausmus, for the future are an expansion of our dreams of the past. Under Dick Hull as President, we established the Tape Network. Sy

Siegel gave us national significance. For the first time people began to realize that in America we have a dual system of broadcasting, and he urged that we stress this fact in our teaching and in our public approach. People can no longer say "American Radio" and mean "Commercial Radio." They must take us into account, and we ourselves must be the publicists of the change. And now, as Mr. Siegel has pointed out, the NAEB has become internationally significant.

What now? We need to do vigorous, far-reaching planning and thinking; we must stay out in front. We are a part of a very significant movement - one of a number of organizations trying to extend education to the total population; a task which is staggering in its problems and immense in its implications. It may be that the second half of this century will be known to history as the period in which education was extended to adult populations. We must not forget that we are radio-television, but we must remember that, first of all, we are educators. We can't expect to be saviors, but we can play a very significant role...This is our dream.

Another goal must be a solidification of our organization and the utilization of the resources of our members. We must pull ideas out of this conference and others like it. We need broader participation from our members. We need a wider use of the existing brain power.

Other goals which we must strive for are: (1) expansion of headquarter operations which now operates 6-8 hours per day, (2) expansion of consultation services on the local level, (3) expansion of international relations (the new opportunity in regard to the Fulbrights is a good example of this). International exchange of communications people is vitally important. This year 3 of our folks will go abroad. Next year, if we are successful, perhaps 6 or 8 or 10. (4) we are beginning to expand through cooperation with the Voice of America. With which we are now negotiating, (5) we must meet the needs of the public schools with more programs and more ideas, (6) we must face the problem of the distribution of programs to the schools; the library of the U.S. Office of Education is about to die. Should the NAEB take over? (7) we must expand our membership. In the past it has been restricted to station operators. Should we include teachers of radio, or does The Association for Education by Radio meet this need? (8) we need to solve the problems of upgrading of personnel and of academic curricula, and (9) we need to examine the services provided our associate members. Are we doing all we can?

Finally, our greatest challenge is in educational television. What is our role to be? We are an advisory group to the Educational Radio and Television Center. Do we tell them what is needed? Are we a program, script, and film exchange?

We need to look for challenging visionary ideas such as a landline or relay-connected educational network. Working together, we can advance the cause of education, the cause of educational radio, and the cause of educational television.

\* \* \* \* \*

Earl Wynn then led a brief discussion period. The question was asked, "How about a mobile television unit to act both as a central service and a demonstration device?" It was pointed out that as a central service it wouldn't be needed because the program center would probably solve the program distribution

problem; that as a supporting device for educational stations, both New York and Connecticut visualized joint use by all their stations of mobile units. However, mobile units are expensive and those who have them are not using them much, though of course it is possible to cut down on the cost by building one's own mobile unit. It was then suggested that perhaps film units could do the work expected of remote trucks and that the sharing of a kinescopic recording unit might be more helpful to educational television stations. The potential of tape in TV was discussed, the prediction having been made in Broadcasting by Crosby's chief engineer that TV tape was practically here. The technical consultant from DuMont Laboratories pointed out that there was a question here which the Crosby Enterprises haven't answered; i.e., How to accommodate a range of frequencies which runs into the millions of cycles? Must we run the tape at one thousand times the speed of audio tape? Also, if tape came in, the 16mm projectors in film libraries now set up in the schools might become obsolete. Tape is likely to represent serious economic problems. The question was then raised whether or not there was a word we could use in the place of "education". Mr. Siegel asked the floor and pointed out that education was the basis for everything, that it is as unnatural to stop learning at age 14 as it is to die at age 14, that everyone has a deep vein of seriousness and wants to improve himself, to know why. Reference was made to the speech by Arthur Adams at the Atlanta Conference, "Education Is a Good Word." The discussion period closed.

Members adjourned to lunch at the Monogram Club, carrying on individual discussions during the lunch period.

2:00 p.m. THESE WE SHARE

The group reconvened at 2:00 p.m. at the Faculty Lounge, Morehead Building, for the discussion "These We Share" with Frank Schooley, Treasurer and Acting Executive Director of the NAEB acting as Chairman. Mr. Schooley gave a broad picture of the activities of the Tape Network, and explained the presence of NAEB headquarters at Illinois as chiefly resulting from the fact that the money from the Kellogg Foundation that put NAEB in business was mostly gotten by Wilbur Schramm, and that the University of Illinois offered space. The functions of headquarters are as follows: (a) to get out the NAEB Newsletter, (b) to keep a file on active members, associate members, and affiliate members, (c) to sponsor such publications as "The Radio-TV Bibliography," (d) to sponsor the TV monitoring studies, such as "New York TV" and "LA-TV," (e) to arrange for the handling of the Fund for Adult Education series on L.P. records, (f) to arrange tours of headquarters, (g) to meet visitors, (h) to supply reports to The Fund for Adult Education and Kellogg Foundation, (i) to meet with the Board of Control, (j) to work with the Grants-In-Aid program, (k) to handle the routine mail which for the month of February was 810 letters in and 2,000 out.

Mr. Schooley then projected some slides showing such things as distribution of members, some of the printing done for NAEB, promotional materials for THE JEFFERSONIAN HERITAGE, publicity received, distribution of Radio-Television Grants, etc.

Mr. Jim Miles, the former Executive Director of the Tape Network and present Secretary of the NAEB then discussed the history and problems of the NAEB, illustrating his talk by means of slides showing: (a) station participation in the NAEB Tape Network, consisting of 19 at the beginning and 81 now, (b) monthly air time which went from a few hours at the beginning to 1231 hours in May, 1951, (c) total distribution reached 12,797.30 hours in education,

(d) the monthly tape production in February, 1950 - 17 reels; at the start of the Kellogg Grants - 53 reels; 4 months later (May, 1952) - 1061 reels. Now the weekly output is 950 to 975 reels, (e) the new timing device was shown, (f) the Master Board device was pictured, (g) speed reduction on the Ampex from 15 to  $7\frac{1}{2}$  i.p.s. was shown, the point being made that at this stage in the distribution process, openers and closers added to the shows were necessary, and the plea was made that contributors do the opens and closes themselves. It was pointed out that the Ampex does the single dubs which are necessary, (h) the duplicator was then pictured and described, and it was pointed out that it is now operating at its maximum with the present staff, between 950 and 1000 reels of tape for a 40-hour week, (i) the distribution method through "the bin" was pictured and described in detail, (j) the paper routine was shown, (k) the distribution of stations through 30 states was shown, (l) the income charts with new rates were projected, and it was pointed out that the new rates would be 8 times the present rate, so at the close of the Kellogg support, the NAEB income from memberships will be between \$32,000 and \$35,000, that this was the cheapest programming one can get, and finally, that the network was constantly on the lookout for good shows.

In the discussion period, the question was asked if a program, when submitted and refused, could be resubmitted. After some discussion, it was finally suggested that one resubmit with supporting arguments. Frank Schooley then discussed very briefly the Newsletter asking that the news items be sent to headquarters and pleading prayerfully that they arrive by the deadline of the 25th of the preceding month. He pointed out that the editor was looking for general stories of any kind dealing with educational radio-TV and was much interested in getting more material from the field. In the area of research, Mr. Schooley said that headquarters was looking for suggestions as to what research NAEB should undertake and what would be of most value to individual members. He pointed out that where members initiated studies, NAEB might be able to help plan and integrate them. He referred to the monitoring studies which had been mentioned earlier in the day, specifically that the New York #3 TV Study would be out shortly, and he mentioned as of particular interest to all educational broadcasters the study of effectiveness of promotional work in connection with educational programs which has just been conducted by Station WILL.

Seymour Siegel followed Mr. Schooley with "Our National Radio Programs." What have we done with the \$300,000 grant? Our only restrictions were that we produce 4 programs, one in each of the following areas: (a) American Heritage, (b) anthropology, (c) public affairs, (d) international affairs.

The show which was finally written under (a) was THE JEFFERSONIAN HERITAGE, with Dumas Malone as consultant, Frank Papp as producer, and Claude Rains as Jefferson. Five writers were used in the show.\* This is a "consumer durable" and will be just as good 20 years from now as it is today. The show has had wide release, tremendous promotion, and The Fund for Adult Education is very proud of it; we are proud that the FAE is proud. We have proved that, as educators and given the resources, we can do the job.

PEOPLE UNDER COMMUNISM had the consultative assistance of the five top Russian experts in the country. This was the most expensive show to produce because of the vast research involved. In fact, it turned out that we were financing a major research project, and so it became necessary to cut back the research scope. However, it is a good series which makes it possible for the listener

\*There was some indication, in fact, that several of these may have been used up.



to make experts' opinions.

Of the WAYS OF MANKIND, produced with Dr. Walter Goldschmidt as consultant by talent from the CBC, it need only be said that the writing and producing are absolutely tops, and that as an educational radio program, this one will be very, very difficult for anyone to surpass.

We are now working on a series called THE PEOPLE TALK BACK. In most discussions the listener has no chance to get his word in; the experts talk among themselves and the listener just listens. In this series, we are recording the experts opinions, playing them back to a group, and recording the groups comments and criticisms.

In the field of international programming, there have been some real problems. The director of the Third Program was invited to New York and also the director of the CBC for a week's discussion on a program on foreign policy. Agreement on the nature of the program seemed impossible. It was finally agreed that each nation would produce a program; then all would play them in London in September and see if they could agree on which to use. Meanwhile, in Italy and France the efforts of the MAEB produced a fine reaction. The plans to carry French plays in French, Italian opera, music programs about French composers were not only fine international relations in themselves but represented real educational broadcasting at its best. The first French program to be carried on WNYC received immense publicity, a front page story in the Christian Science Monitor, editorials, etc. We are writing cultural history.

The State Department has called on us to place materials on foreign broadcasting systems. Since the Voice of America is considered a propaganda agency, foreign broadcasters are, understandably, reluctant to carry Voice of America shows. But we can do it, and so we have become the international force for our country. In return, we are getting a quantity of top-notch programs. MAEB has become a member of Prix Italia, an international affiliation which represents the cream of broadcasting efforts in 14 countries. The best musical and non-musical programs will become available to us through this affiliate. The MAEB has been invited to a conference on April 20-24 to help discuss with Radio Diffusion Francaise what should go into their program, THE INTERNATIONAL UNIVERSITY OF THE AIR. This is a sort of "French cocktail" consisting of 10-minute talks by the world's greatest scholars.

How can the members best help the international effort of MAEB? By giving these programs the right treatment on our station, good time, plenty of promotion, etc. And if we have any ideas for creating better understanding among the nations of the Western world, this is our opportunity. We have available to us now the great media of communication of the foreign nations themselves.

The next speaker, Graydon Ausmus: Subject - "What's Happening in TV": The story begins with the JOET, an organization composed of 7 constituent members, each a major organization in education. These are the American Council on Education, Association for Education by Radio-Television, Association of Land-Grant Colleges and Universities, National Association of Educational Broadcasters, National Association of State Universities, National Council of Chief State School Officers, and the National Education Association of the United States. The original purpose was to get the channels set aside. Now it is to get them used. The effort was first supported by \$50,000 from MAEB, later \$90,000 from The Fund for Adult Education. The current budget is even higher, and next year it will probably be close to \$200,000. If we get only 10% of the

channels picked up by June, the consultation services will have to be considerably expanded. This will mean not only using our own consultants from the educational broadcasting field and from the advisory groups, but special consultants from other areas. JCET is sending out a fairly considerable volume of information in its mailing service to potential applicants, and it must be remembered that these are local communities, not only states. Another national organization, the National Citizen's Commission for Educational Television, Ring Building, Washington, D. C., is most actively concerned with community effort, while the JCET largely represents the interest of education. The NCCET also was established by The Fund for Adult Education. Milton Eisenhower and Marion Folsom are its Honorary Co-Chairmen. It is a very high powered and effective organization.

There is a third organization also in the picture, also recently set up by the FAE funds, The Educational Television and Radio Program Center of which George Stoddard, President of the University of Illinois, is President of the Board, C. Scott Fletcher of the FAE and Dick Hull are members. Others include Dr. Robert D. Calkins, President of the Brookings Institute, Mr. Harold D. Lasswell of the Yale Law School, and Mr. Ralph Lowell of Boston, banker and trustee of the Lowell Institute, which operates the non-commercial educational FM station in that city. These are educators of stature. They plan to produce very few programs themselves but to farm out the work, after the area of study has been selected, to educational institutions or commercial organizations. They will act principally as a Distribution Center. The NAEB has been the only organization to provide an Advisory Committee to the Center. This committee has been selected: George Probst of Chicago, H. B. McCarty of Wisconsin, Graydon Ausmus of Alabama, and Robert Hudson of Illinois (University of Illinois).

The FAE has offered matching funds to 13 key potential stations. The selections have been made, primarily, on the basis of population, and educational grants may follow. No announcements have been made of this.

What has been the effect of all this high-level activity? There are 22 to 24 applications in around the country, 13 or 14 construction permits have been granted, and plans for activation are rapidly taking shape in a dozen or more places. The station at Houston, Texas, will soon be on the air. The station in Los Angeles expects to be on the air April 24. Typical of the activity was the state-wide meeting in Florida on February 13-14: the Governor's Conference. The JCET, NCCET, and DuPont Laboratories have been flooded with requests for consultants. Miami has an application in and there is promise of some equipment. Gainesville is making plans to go ahead, and Tallahassee likewise. The Citizens Committee of the JCET will be down there shortly. By June 2 in Florida we can expect 4, 5, or 6 applications to be in.

Of course, all over the United States the Educational Television forces are fighting the "economy cry." Television is expensive, but compared to normal educational costs, the cost of educational television is insignificant, and we must view the cost in comparison with the total cost of education because educational TV will have an effect of great magnitude on the total educational effort.

Minnesota's legislative hearings are now going on and Burton Paulu, who was to have been at this conference, is at those hearings.

In Wisconsin the plan was to install one or two stations this year and keep the other allocations. This apparently will be the pattern in many places.

In New York the Report of the Governor's Commission has made things look discouraging on the surface and has undoubtedly had ill effects elsewhere, but New York will go ahead with private funds and at least the report of the Commission and the accompanying minority reports have served the purpose of pulling the newspapers behind educational television.

Educators are now getting rolling all over the United States. For a while educational television was held up because educators kept the problem in the family. They held one meeting after another, but among themselves. The problem is now out in the open before the public, and public support has been good. Education's constituency is more imaginative than we had thought.

In Alabama, the present plan is for the state to undertake one-half of the cost and the Commission to undertake the other half of the cost for two stations and for the State Production Center which is to be created. Plans are to request \$300,000 to \$400,000 this year. But the problem is not costs, it is a problem of intelligence and the imagination with which we approach the problem. We have to get everyone behind it, and the future of educational television depends not on the cost, but on the degree to which those stations which will be on the air can develop public enthusiasm for educational television. At the present time, one of the most remarkable phenomena of the whole effort is the speed with which skeptics become enthusiasts.

There are two questions now which everyone would like to know the answers to: How many stations will be on the air? Will the FCC reserve the other channels? We do not know the answers to these questions except in these general terms: by June 2 there will be enough stations so that education will have demonstrated its interest and intent in regard to this tremendous opportunity, and we are confident that others will then get on the bandwagon.

\* \* \* \* \*

Mr. Ausmus, as discussion leader, with a panel consisting of Seymour Siegel, Frank Schooley, and Jim Miles, then conducted the discussion: "Closer Home."

A question was asked about experience in planning multiple operations- whether there was difficulty in religious and educational groups working together. Mr. Siegel pointed out that educational stations must operate in the public interest, that the democratic process will assure that they operate in the public interest or people will pull out, that this is not a problem about which we have to worry now. The wonderful thing about educational television is how, at its very birth, seven national organizations sat down together to solve the problems; there is cooperation. In radio practically no one cared. The American Council on Education feels that television and the top administration in television are going to form the core of university planning for our children's children.

The question was asked if there was no legal way for public and parochial schools to get together. The answer was that the public schools may be the licensee, and the parochial schools may use the time.

The question was then asked about the separation of Church and State and the use of public funds. The reply was that in the Detroit plan a subscription approach will include all. In Los Angeles the Board of Control will be too large for any single organization to control, and the problem will be handled in that way.

When is the proper time to ask for television consultants? Any time you get

two or more people together, just write and ask. Of course you may be beyond needing consultants. In many places local groups have gone so far on their own that there is little the national organizations can do to help them. After a certain point, it must be your baby.

The issue was then raised as to whether or not certain of the assisting organizations were not overwhelming NAEB'S "grass roots." Has NCCET really done what it was set up to do? In one locality it has promised to use its influence, but so far nothing has been done. It has sent down a handsome brochure, "Greatest Invention Since Printing," but the brochure states that educational television will cost \$500,000 for the first year's operation. This statement is enough to kill 200 potential applications by itself. Contact with NCCET on this point produced only the answer that New York State had been embarrassed by under-estimating costs. Finally, when a consultant came down, his attitude was "Cost doesn't enter into this - you can sell it no matter what the cost." There is a real danger that these self-constituted groups are going to "love us to death" unless they listen to us in the "grass roots."

Mr. Ausmus said he would convey to NCCET these three major suggestions: (1) that it maintain closer liaison with local groups, (2) that it not distribute literature without permission, and (3) that when it agrees to do something, it carry out its pledge. It was further pointed out that consultants coming from the national organizations to local communities must know educational philosophy and processes else they will embarrass the cause of educational television.

The discussion turned to costs, and it was pointed out that on Channel 15, for example, one could go on the air for \$75,000 to \$80,000 minimum, with a projector and film operation, no cameras. However, the objection was raised that it is possible to sell in reverse and that when educational TV goes on the air it must be good in order to gain continued support. Of course commercial broadcasters, to judge from reports of applications in Broadcasting, are going to go into television at all kinds of different investment levels.

The preliminary report on New Jersey's plans was read. It was pointed out that both Allen DuMont and Engstrom of RCA were members of the Commission drawing up the report, and so the cost factor was likely to be accurate. They planned to spend \$340,000 for technical equipment: Of this, \$162,000 will be transmitter equipment, \$165,000 studio equipment, and \$31,000 video recorder. Annual operating expense has been estimated at \$190,000.

Following this, the discussion turned from cost to purpose. One of the consultants said that we must remember that we are educators; we need to be always conscious of the philosophy of education in relation to mass communication. We need to be ever critical of such advertising as tries to assume the responsibility for education.

A delegate rose apologetically, saying that he felt like a man approaching the Atomic Energy Commission to ask how he could get the best use out of his bow and arrow. His problems were: He has been on the air nine weeks with a staff of one and a budget of \$800 a year. How does one get money? How does one get support and reach out to other people? A number of suggestions were offered: that he bring the president or school superintendent into active participation; that over a period of time he get every department involved; get the students involved; be helpful in the way of programming to the local stations other than his own. The more participation - the more success, was the keynote of the reply. Particularly it was suggested that one get the participation of powerful

people: the dean, the president. Form an advisory council; pick out the children and relatives of prominent people; build up an interested local group or perhaps use an already existing audio-visual group. Others pointed out the difficulties, the struggles which they had encountered. One member, after starting in 1945 on an in-school project, finally last week got the first program into the city schools. Another was three years, after getting the construction permit, in getting on the air. The members seemed comforted by the discovery that misery, which loves company, had plenty of it, and to have gotten some help from the suggestions.

The meeting was then adjourned.

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6:45 p.m. Banquet .....Carolina Inn Pine Room

Members reconvened at a banquet held in the Carolina Inn's Pine Room where they were welcomed by Mr. Gordon Gray, President of the Consolidated University of North Carolina, former Secretary of the Army, and himself a commercial station operator.

Mr. Gray referred humorously to his experiences as a station operator, saying that judging from the final report of his Winston-Salem station in the month of February, he was perhaps closer to non-commercial broadcasting than anyone thought. He referred wryly to another venture, "the glorious and successful financial history of WHIT." He had had some connection, he said, with educational broadcasting in that, owing to some "vestigial remnants" of influence, he had helped to get the call letters, WUNC, from the United States Army.

Turning to television, he expressed the hope that this conference might come up with a definition of "educational television" as he had been looking for one since he went to the Penn State Conference a year ago. However, he no longer felt that this was a critical need, and the University planned to proceed with educational television whether defined or not.

Referring to the University's plans for television, Mr. Gray stated that the three institutions of the Consolidated University would have one transmitter, if financial support could be arranged, on Channel 4 VHF, with studios on each campus. He thought that program materials on the three campuses would be practically inexhaustible: At Raleigh - our agricultural and technical school -- the resources of agriculture, forestry, engineering, textiles, and architecture; at the University at Chapel Hill -- the College of Arts and Sciences, business and professional schools, Division of Health Affairs, School of Journalism, Department of City Planning, School of Social Work, etc.; and in the Women's College -- fine arts, home economics, education and others.

He found in television an unparalleled opportunity for educational service to the people of North Carolina. With a single transmitter on Channel 4 we would hope to reach 2,000,000 to 4,000,000 people with programs of educational value. This is an extension of tremendous significance for us in North Carolina. In radio we have not yet taken advantage of our consolidated opportunities. In television we have every intention of doing so.

Mr. Gray then welcomed the delegates to the campus, wished them success and good luck in an undertaking of great importance.

Mr. Kay Kyser made the principal address: "A Pro Looks at Educational Television." He spoke with humor, wit, and deep sincerity to the group, relating first his own experiences with educational television.

He had gotten into the educational television picture when Mr. Gray called and asked if he would care to assist the University with some of its projects. His first educational TV experience was at the Penn State conference which he attended with Mr. Gray. He went with misgivings; he felt, frankly, as a professional that he was "going slumming" among all of these innocents who knew nothing of show business but were out "bear hunting with cap pistols." But that conference was an awakening. He found that the educators had come to say that they didn't know about this medium, but that they had missed out on educational opportunities of radio and motion pictures and they were not going to miss out on this opportunity if television could be used for educational purposes. They were there honestly to learn. One of the most astounding facts which was brought to his attention at that conference was, that in the city of Chicago, because of juvenile vandalism, the cost of window breakage in the schools was \$300,000 per year. This opened one's eyes to cost factors in education and to the possibility that education might actually cost less in the long run if one could cut down on such things as juvenile vandalism. He began to see that educational television might take the world into the schoolroom, that children with otherwise very limited opportunities might, through television, see and hear and learn things that had theretofore been shut off from them. He learned people were taking courses by television from Western Reserve University, getting up to 17 and 18 hours course credit toward a college degree in Beginning Psychology the same course as given in Western Reserve classrooms. There was an audience of 50,000 people from 9:00 to 9:30 each morning for this show. True, this program was on a commercial station, but educators must take into account the possibility that commercial telecasters will not always be able to give them the time. He saw such kinas as Iowa State's "The Whole Town's Talking" - entertaining, enlightening, and skillfully done, and, more important, a program with an effect on the life of the state. As a result of this program, many things got done in Iowa.

He saw that educational television could create something for a minority audience, that it could present the whole gamut of education. His horizons were widened, and unlimited possibilities of which he had never dreamed before now came into view.

However, he went on to say, educators are going to have to remember that television is merely a mechanical channel through which we can think and act. Success lies within our capacity, but we will never be better than our willingness to obey all the rules of showmanship required to make the medium effective.

Referring to his own experience, Mr. Kyser said that whenever he had been successful it had been on the occasions when he had used everything he had. If a man finishes a show and comes off stage saying, "Gee, what a sorry audience," he is blaming the audience for his own ineffectiveness. He has not done a good job. "Effect has never controlled cause and never will." And this is true not only of professional show business, but it is going to be equally true of 'academic show business.' At whatever audience level any given show is programmed, we must aim for and hit the bull's eye with that specific audience. We cannot shut our eyes and shoot. It will be hard, too, in television because it is always hard when you are not rubbing shoulders with the audience. It is hard with movies to know how well you are doing. Having done that, too, this could be said out of experience. Of course you can always go to see your movies, but this can be too hard. When the audience is not out there in immediate

contact, it is very easy to get lax, and audience receptivity is going to be the text of educational television. We will learn, of course; we will get better. Of the 13 kinescopes done here at the University of North Carolina, the percentage of good ones, he thought was terrific; but those most closely involved knew that many were not as good as they had wanted them to be and that, if they were done over, there would be things that would be done differently. This attitude is essential.

He was convinced that educational television can be the greatest force in our generation, the greatest force for education since the invention of the printing press. But every bit of showmanship which can be developed will be needed because people, eager as they are to be challenged, are reluctant to admit that they want to "be educated." They will be interested in education if we can produce something that piques their interest. Even on the elementary level of "The College of Musical Knowledge" where no mental calisthenics were called for, there was some challenge to the listener. Although some of the questions were on the level of "Who says, 'Lopez speaking?'," on two occasions he had received wrong answers.

When people expect entertainment, they do not want to feel that they are being educated. When they expect education and receive it entertainingly, then we have rung the bell. Entertainment in education does not mean dilution, it means interest. Don't think that because people ought to want education, they will. It must be presented as challengingly and provocatively as possible.

A case in point of the failure to understand what showmanship really is was the comment of one educator on the Psychology series mentioned earlier, that "This was done without one bit of showmanship." In the first place, the series required that the lecturer boil down his material from 50 minutes to 29 minutes; that meant that he could not wander as he might otherwise; that his material had to be edited carefully; that he had to punch his points to get them across. This is the essence of showmanship; the minute he started editing, he was in show business. Any effective communicator is in show business.

In his own experience, Mr. Kyser paid tribute to a motion picture director who had him work on the simple problem of going through a door from 9:00 in the morning until 2:00 in the afternoon before they got a take. A lot of little things were involved. It is these little things that will make or break many educational television shows; such things as not dropping your eyes in front of the camera but keeping in contact with the invisible audience. Everyone who touches educational television must try to put all the possible showmanship into it that he can.

Educational television is on the soundest ground in the world. In commercial television the problem is "the word" - the plot, the message, what to say, what to do; and "the word" is getting thinner and thinner. But for educational television we have an endless fountain of knowledge. "The word" is what we have the most of. Then too, our actors have the essential ingredient of great performance: conviction. There is no need to worry about how you look on television; if you have the conviction, it will show in your eyes and you will invite people up through the tube.

The future of this great opportunity and challenging responsibility is ours: to take to all the people the storehouse of wisdom and know-how accumulated by our colleagues and their predecessors. There is a great part that the educational telecasters can and must play in getting educational TV off the ground. And after that, how high it flies is up to them. They are the pilots.

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At the close of the banquet, members adjourned to Studio A at the Communication Center where they were the guests of WUNC for its dedicatory broadcast which was carried over a state-wide North Carolina network. The high point of the dedication was the dramatic production written and directed by John Clayton of the Communication Center staff. This was followed by a tour of the Communication Center facilities.

Saturday, March 14

9:00 a.m. REGION II: DOINGS AT HOME.

The group convened at Studio A a few minutes after 9:00 for a discussion of DOINGS AT HOME, state by state.

TENNESSEE: Jack Westbrook, Acting Director, WUOT-FM  
Knoxville, University of Tennessee

#### Radio

WUOT-FM is the only educational station in Tennessee. Nearby Carson-Newman College does some public relations work on radio but that is all. WUOT has made a specialty of programs on safety: One series called "The Court of Public Safety" won the Alfred P. Sloan, the National Safety Council, and the Tennessee Safety Council awards a few weeks ago. They are continuing their work in safety programs, and are now producing a program in water safety which is being carried on commercial stations in the TVA area. In 1953 they will have produced 350 15-minute safety programs. They feel that one fertile field for tape network programs is the safety field.

In addition, they have been doing a great deal with mental health, having carried the Roger Howell series from KUOM; they are now also working on a local series in mental health. These are dramatized stories. The scripts are being written by a Master's candidate in Psychology.

They have also developed a tape network of their own and believe that they are the first to have used film cans for this purpose. They use a Magna-reel tape in metal cases.

#### Television

The FCC has allocated 4 channels for education in Tennessee. There has been very little activity except in Knoxville to which Channel 2 has been allocated. Last summer there was a meeting in Knoxville drawing in representatives from institutions of higher learning, press, and radio. An attempt was made to sketch the possibilities educational television offered and considerable interest was aroused. Cooperation is expected if they can get television in Knoxville. Messrs. Westbrook and Wright drew up three alternative plans: One was for a workshop in which they would plan the production of shows and use commercial facilities for the actual production; the second alternative - for a video-recording production unit; the third - for a station with a production center. As a guide to later activities, this memorandum has proved extremely accurate. President Brim of the University of Tennessee is following it closely. Money has been requested from the legislature; however, the new governor is an economy man and the final result is not known. The essence of the Tennessee plan offered by a group from the 4 cities concerned proposed that the legislature appropriate \$600,000 to be split 4 ways, and to be matched locally.



FLORIDA: Vernon Bronson, Director, WTHS, Dade County

Radio

Three educational stations are on the air in Florida: WTHS, Dade County Public School System station; WTUN, University of Tampa; and WPRK, Rollins College. Tampa has had remarkable success in liaison with the local commercial stations. The NBC affiliate has given them studio equipment and a complete kitchen for home economics shows. The CBS affiliate has been equally generous. They are on the air 2 hours to 3 hours daily, 4 hours on Sunday. They expect shortly to go on 8 hours a day. They have a 20-student staff, 3 pieces of recording equipment. WPRK is largely a Classical music station. Of its 28 hours on the air per week, 14 hours are classical music, and they also carry 5½ hours of NAEB Tape Network shows. WPRK has done a number of special events shows. CBS will play back a WPRK music festival program Saturday, March 21.

Jacksonville: There is no school station in Jacksonville but most of the schools use a commercially produced 15-minute weekly show - "Music for Youth," and the audio-visual group has produced ten "Know Your Schools" programs.

Miami; WTHS took three years after getting its construction permit to get on the air. It has now been on the air 4 years. It leans heavily on help from the NAEB; is building up a large record collection particularly in L.P.'s. They are particularly interested in the possibilities of using radio in furtherance of the bi-lingual idea in Miami which has 1,000,000 Spanish-speaking visitors a year. They are hoping to teach conversational Spanish to the very small children, and the plan is to repeat the broadcast a number of times a day. At present, these programs are used by the teachers on records. The schools have receivers and sound systems, but have not been completely sold on either. WTHS is on the air from 3:00 to 9:30 p.m., and they estimate 5,000 to 7,000 regular listeners. The University of Miami does two TV shows a week and 15 radio shows a week on commercial stations and are working on the NAEB Fund for Adult Education grant.

Television:

Florida has been extremely fortunate in its TV allocations. There are 9 allocations, and they are well placed. The Dade County School System was the first institution to file with the FCC and the first to file an amended application. There has been very little assistance outside, but pending the decision of one vote on the school board, Miami should get into the picture. The other allocations stand as follows: West Palm Beach has done very little; Tampa is very lively and looks hopeful; an application is ready in Gainesville; Jacksonville, working through its Citizens Committee, is about ready to file and has raised some money; in Tallahassee the Citizens Committee is organizing, and if Gainesville gets a station it is a natural assumption that Tallahassee, site of Florida State University, will also get a station; it's very doubtful that Panama City will make any progress; there is a great deal of interest and good possibilities at Orlando. To sum up, it's likely that 5 of the 9 allocations will see some action soon.

GEORGIA: Alvin Gaines, Supervisor of Radio Education, Director of WABE, Atlanta, Georgia.

Radio

WABE is the only educational station in Georgia. Despite certain special difficulties, WABE has programmed such shows as PEOPLE UNDER COMMUNISM, THIS IS THE ENEMY: COMMUNISM, and others. WABE broadcasts with a power of 4800 watts, and is at the end of its fifth year of operation. It is on from 8:55 a.m. to 5:00 p.m. They have no budget. There are seventeen high schools, 92 elementary in the Atlanta System alone (not including three county systems and a number of

other independent schools) using the station. They produce 13 shows a week and use 4 NAEB shows on in-school broadcasts. The schedule is made up with very careful attention to grade availability so as to be on the air at the most convenient hours for the teachers. Each elementary program is repeated four times a week; high school programs are repeated seven times a day. The teachers have complete freedom; no one checks on their use of the program although a report of listening is requested.

#### Television

In television, after the Southern Regional Conference which was held in Atlanta, a Governor's Conference was called. The Board of Regents were to make a request. This action went to the Governor and he is holding it. He also is economy-minded, but has stated that he will write the FCC requesting a delay in the June 2 deadline. Meanwhile, WABE-TV is going forward. The station will be governed by a board of all the educational institutions in the area. They are planning a set-up which includes two 50' x 100' studios, 1 radio station, 1 mobile unit, and a video recorder. Their application went in on the first of March.

KENTUCKY: Mrs. Camille Halyard, Manager, WBKY-FM, Lexington

#### Radio

There are two principal activities in Kentucky: WFPL is perhaps the only radio station in the country owned by a library. In this fabulous operation, the library possesses copies of practically every educationally useful program available anywhere, and one can borrow these programs as one would borrow a book. Direct lines from the local stations permit the library to record programs for in-school non-commercial listening; 38 pairs of lines to the schools permit the teachers to request and receive over a private wire practically any program desired. There is a new three-kilowatt transmitter for school broadcasting and a 50-kilowatt transmitter for music.

WBKY-FM at the University of Kentucky operates with a great deal of student help - the teaching department and the station have the same staff - and after recent reorganization (a chart of which was shown), this is now a very efficient operation. They have also added an extra man this year to handle production. The University has always done a lot with commercial stations. They do a series everyday, five days a week, mailed out on tapes to as many as 48 stations. These are largely programs produced for public service organizations. WBKY is on the air 3 hours a day at present and hopes shortly to go on 6 hours a day.

#### Television

What about television? Not too much has been done about television in Kentucky. They are just beginning a foundation program in education which is designed to eliminate some of the most serious deficiencies in the primary and secondary school systems, and so there will not be - and perhaps ought not be under the circumstances - any state-wide effort in educational television. Actually, only one educational television channel has been allocated to the State of Kentucky, and that to the city of Louisville. It is anticipated that the \$210,000 for capital improvements made available to the library by the Louisville Fund will enable WFPL to get into the educational television picture. The only other activity is that commercial stations plan to install micro-wave transmitting facilities at the University of Kentucky.

ALABAMA: Walter Whitaker, WUOA-FM, University of Alabama.

#### Radio

Alabama College for Women has a carrier current station WFAS which operates 6½ hours a day with an all-women staff. They produce a series CONCERTS FROM MONTE-

VALLO, an organ music program which is distributed throughout Alabama on 25 stations and is carried in Florida, Indiana, on the Voice of America, and on the Egyptian state network. They have also produced a series, MONTEVALLO NOCTURNES, which is carried on eleven stations. Alabama Polytechnic's daily news is sent to stations all over the state.

The University of Alabama's WUOA and the radio services are under the Extension division. The teaching department has a carrier current station which is entirely separate and is said to be the largest wired wireless station in the world: (Virginia: please note). The purpose of the radio services is "to extend the resources of the University to the people of the state." The staff consists of 9 full-time people and 11 part-time student assistants. Ten programs are produced each week for commercial stations, some of these for state agencies; one of the purposes of the organization being to provide help for such organizations. One of the programs being produced is DOCUMENT: DEEP SOUTH, a NAEB-FAE Grant-In-Aid program. This series is a development from ALABAMA DOCUMENT, an award winning program at the Ohio Institute. DOCUMENT: DEEP SOUTH has been a difficult series to produce, having so far involved 11,000 miles of travel. Six programs have been produced at this time. The series is being carried on 23 stations in Alabama. The FTA series is being carried on 22 stations. Radio services send out 60 tapes per week. They also originate broadcasts for stations and networks whether WUOA carried the programs or not. WUOA operates at a power of 4800 watts, 10 hours a day, Sunday through Friday. The station carries all NAEB programs, scheduling them initially at night, then repeating them the following day. Two or three months ago they initiated block programming in 2-3 hour blocks and have had very good reaction. In addition to BBC programs from NAEB, they are also carrying other BBC transcribed programs. They are planning to carry the foreign language programs. The Comedie Francaise will be heard, in French, in the heart of Alabama.

#### Television

The FCC has allocated five channels (two VHF, three UHF) for educational television in Alabama. The VHF channels are reserved for Tuscaloosa (the University of Alabama) and Birmingham; the UHF channels for Auburn (Alabama Polytechnic Institute), Montgomery and Mobile.

The Governor's Conference on Educational Television met in Montgomery during the last week in February, 1953. Delegates represented education, business, industry, civic groups, a segment of the State Legislature and the general public. The conference endorsed the use of educational television and suggested that the Governor name a commission to draft plans and supervise the television system.

Governor Gordon Persons has named a nine-member commission to study and plan an educational television network for the state. This committee includes representatives from the University of Alabama, Alabama College and Alabama Polytechnic Institute, the State Education Department, the State Legislature, the press and the general public. The committee has not yet held a formal meeting.

It is expected that the State Legislature will be asked during the biennial session opening in May to appropriate funds for one-half the cost for construction and operation of one or more of the proposed educational TV stations, as an indication that all of the reserved channels might be used eventually for a state-wide network.

Several preliminary studies and surveys have been made regarding the use of these

channels, and it has been recommended that approximately two additional channels for educational use be sought in order to provide adequate coverage of the entire state.

NORTH CAROLINA; John Young, WUNC, Communication Center,  
University of North Carolina

#### Radio

There are 3 active educational radio stations in North Carolina; 2 operated by school systems - WHPS, a 10-watt FM station in High Point, and WGFS, a 10-watt FM station in Greensboro. Both of these do in-school broadcasts. In addition, WGFS does 1-1 $\frac{1}{2}$  hours of programming each day which is rebroadcast by WFMY, a powerful commercial station (FM) in Greensboro. WUNC, the University's FM station operating at an e.r.p. of 1450 watts, is on the air from 3 to 3 $\frac{1}{2}$  hours a day, 7 days a week. WUNC is operated as one of the projects of the Communication Center which has as its goal the extension of the University to all the people through all the mass media of communication. WUNC, therefore, has - in theory at least - no permanent staff and no budget. In practice, one staff member of the Communication Center devotes approximately two-thirds of his time to the station, and the student engineer is paid; all the rest of the help is voluntary. WUNC has made a considerable effort in the area of foreign-originated programs. The Communication Center's additional radio activities include producing special program series for other agencies. One series underway at the University is, AMERICAN ADVENTURE, being produced under a grant from the NAEB-FAE. A number of Communication Center series are carried on commercial stations either by tape or FM network, North Carolina being extremely fortunate in the great number of active FM stations in the state.

#### Television

The first activity in educational television in the State of North Carolina was the Consolidated University's conference last June, drawing together 150 deans and administrators from the three campuses. After two days of study, upon the advice of the conferees, the University formed a Television Advisory Council, directed the writing of a 115-page volume on theory, costs, and administration of educational television in the University, and recommended the appointment of a State Television Commission. Governor Umstead has appointed such a Commission, and Earl Wynn has been appointed its Executive Secretary. Local committees have been formed in each of the eight communities to which allocations were made, and there have been a number of meetings, state-wide and community-wide, in an effort to get the best possible plan. It might be said that "everyone has met everyone else." President Gray has made the point that the University will activate no more than one channel, Channel 4, in Chapel Hill. The other 7 allocations are the problem of the rest of the state. If the University does activate Channel 4, it will be a completely educational, non-commercial venture. There will be studios on all three campuses. The state's position is that it will engage in enough activity to demonstrate intent and thus reserve the other channels. Several communities, however, may go ahead on their own on a small scale. No money has been requested from the legislature for the next two years except for study purposes. The University is seeking private funds to activate Channel 4.

SOUTH CAROLINA: Ernest Lent, WUSC, University of South Carolina

#### Radio

WUSC is the only educational radio station in South Carolina. The project was conceived 13 years ago and has now been on the air 9 weeks. This is a 10-watt station, programming 37 hours a week. WUSC carried 4 NAEB shows in the morning

which are repeated several times and carries, in addition, 16 NAEB adult shows for a total of 10 hours of programming a week. They also carry a number of transcribed shows. Staff is as follows: Mr. Lent has a third class ticket; there is a student with a third class ticket. It is difficult to get student interest because there is a carrier current station on campus which operates with no faculty supervision; the students have 'carte blanche' in programming and operation. Since last June, WUSC has been putting one program, THE UNIVERSITY FORUM, on a commercial station. In April they plan to go on commercial television. The Junior League has kept radio alive in the schools in this community. They have found an 'angel' to pay for program rentals and persuaded stations to donate time. A regular report form is in use among the schools and prepared manuals are available to teachers for NAEB shows. There are still serious difficulties in lack of receivers and usage of equipment.

#### Television

Not very much progress has been made with the 4 allocations for South Carolina. Although the Superintendent of Public Instruction has expressed interest, he feels reluctant to approach the governor. A meeting has been called for the Columbia area on March 16 and 600 to 700 invitations have been sent out to persons within a 60-mile radius of Columbia, an area including 900,000 persons--250,000 of them children. At this meeting an effort is going to be made to arouse some real interest. The state has had an \$18,000,000 surplus, but the governor has already allocated these funds. It is not considered practicable to approach the present Assembly. The folks in Charleston have worked hard because the Charleston allocation is the most vulnerable one. It is too early to say whether they will be successful or not. It is hoped that the Columbia group will manage to arouse public support for a station in that area. No action is expected with the other two allocations.

VIRGINIA: Carroll B. Lusk, Virginia Museum of Fine Arts

#### Radio

There are no educational stations in Virginia. The University of Virginia operates a carrier current station 18 hours a day. This is claimed to be the world's largest carrier current station, (Alabama: please note). The station has a yearly staff of one hundred. Five courses in Radio are offered by the Department of Speech. New quarters for radio and recording and speech opened in January, 1953. The department now has three programs a week on commercial stations, three more planned, and has also planned a tape network.

In Arlington the school system has programs three times a week on commercial stations. The main object of these is pupil participation. They have been emphasizing the use of handicapped students as a remedial procedure and have had remarkable success with students experiencing speech, hearing, and reading difficulties, and also with mentally retarded students.

#### Television

There is an educational television allocation to Charlottesville, but the University of Virginia has no funds for such work, and as far as is now known, has no plans. The Arlington school system put  $6\frac{1}{2}$  hours of television programs on commercial stations last year and is this year producing a series on alternate Saturdays. A series on school work has been planned for the spring. WNAL has, however, reneged on the proffered time for this series. (All educational broadcasters, please note). Arlington will offer the series to another station. They have a high-powered Speech Advisory Council including persons from commercial stations and Frank Durham of the U.S. Department of Education. The Council consists of 15 persons who meet 6 times a year. They have found their public relations program very helpful in the development of radio-television.

In Richmond, interest is high in educational television. The State Department of Education has allocated \$2,000 to pay for the study of facilities and possibilities, and plans to engage an engineer for necessary studies. The need is felt for "booster stations." There are 5 UHF allocations to the State of Virginia. After the Richmond meeting at which Mr. Wynn spoke and the panel discussion which followed, a great deal of interest was aroused and some progress has been made.

The Virginia Museum has done little so far but has resources. It is planning to expand its services as a regional distribution center, adding theatre and music facilities. A new wing is being built for theatre, radio, and television operation. There is plenty of room on stage, good lighting facilities and adequate shops. A separate staff is planned for this operation: a director, designer, and technician as a permanent staff. They will use local talent. Its purpose is to bring in eminent artists and scholars for the making of films. These of course will be available for the Fund for Adult Education's Radio and Television Center. They plan to make films on all the visual arts. It is felt that the people of Virginia appreciate the rare opportunity offered by the advent of educational television. They are very conscious that what is done must be good or the whole program will fail spectacularly.

WEST VIRGINIA: Raymond D. Cheydleur, Director of Educational Radio-TV  
Marshall College, Huntington

(Represented by letter as follows)

I have delayed this letter in the hope that the situation would change here. Due to the sudden illness of Professor Otis Ranson which has apparently turned into a prolonged affair, I will not be able to attend this year's convention. We have had to double up on the work, etc.

I do want to add this, however, and that is: Come-----or High Water, you may expect me at the next meeting.

During the last three years, Marshall College Radio has grown a great deal. With little or no real educational radio and television being done in this state, we have been able to add six courses in this field - have developed a healthy enrollment in spite of declining college enrollments - have obtained \$50,000 and have built modern educational radio studios - have pioneered in educational television with a series in Psychology.

We are also in the early stage of developing a new Department of Advertising and we hope to have this in operation next fall.

Our greatest problem is that of fighting the apathy, the ignorance, and the backwardness of education in this state. Having been raised in the Wisconsin system and having such good states as Illinois and Minnesota as neighbors, I find that the snail-like progress being made in this area is most discouraging.

The one suggestion I have to make is that it might be well for NAEB to consider some means by which an active public relations program may be carried on. This should certainly be slanted for the information of college presidents, deans, comptrollers, and members of state board of finances.

Best of luck with your conference. I'm certain it will be excellent.

(Signed) Raymond D. Cheydleur, Director  
Educational Radio-TV

PUERTO RICO: Jose Buitrage, WIPR, San Juan

### Radio

WIPR is the only educational station in Puerto Rico. It started as a commercial station, government-owned, and operated for six months as such. Pressure from commercial broadcasters caused suspension of commercial operations and forced WIPR to go educational. A public broadcasting board was set up to govern station operations. This board met once and made three decisions: 1) it appointed Mr. Buitrage manager, 2) instructed him not to carry political or religious programs, 3) told him he had a year of grace. WIPR's problems were unique. Mr. Buitrage inherited a 51-man orchestra, a theatre seating 300 persons, professional movie projection equipment, 8 remote units, 5 Brush tape recorders, and a vast collection of soap opera scripts. The staff had not been selected with an eye toward educational operation. The station was committed to 15 hours a day on the air, 6:45 a.m. to 11:00 p.m. Conversion to educational programs was slow. A great deal of help was received from BBC, RDF, and Radio Netherlands with their programs in Spanish. The competition in Puerto Rico is "amazing"; commercial radio there makes U.S. network fare look like the BBC's Third Program. The station with the largest audience carries 19 hours of soap opera per day. The ethics of radio surveys made in Puerto Rico have been questionable; ratings have been given to WIPR when it was not on the air. WIPR's main interest is adult education, and now, after 3 years, it is well established and provides a yardstick against which commercial programs can be measured.

### Television

The television project has been approved in principle. There will be only one educational channel in Puerto Rico, and it is planned to join commercial broadcasters on a common site with a common tower and full power. The government is putting up the money for development. Commercial stations will have no advantage over WIPR, coming in at the same time, and it is felt that the commercial people do not realize the complications which television will create. Commercial operators are planning facilities for scene building, visual aids, etc., and WIPR should be way ahead in its planning. There are special problems in Puerto Rico which will require special solutions. They are fearful but feel they have no choice and will go ahead. Operation costs are a frightening factor, but they hope that the central distributing agency of the NAEB will come through with a good quantity of good programs.

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In the discussion period that followed, the first question which was asked was: What are the chances of extension of the June 2 deadline? The consultants replied that if the community could show activity, the chances are good for extension. The deadline itself has been a good thing in making the educators go ahead; however, it is likely that if pressure has kept a community from making progress thus far, the same pressure will get the asterisks removed from the allocation lists.

Has the report of the New York Commission hurt TV plans in the more progressive states? It has, because construction permits had already been granted. But on the other hand, it has served to crystallize support for educational television.

In one community in North Carolina we have the support of commercial operators and no opposition. We expect to be able to raise some money. Our production possibilities are not too great. If we had enough money for a projector operation, what would we be able to put on? The Chicago Center will be putting out films and kinescopes with an original goal of an hour a day within two years.

They hope to produce educationally significant materials. NAEB is working very closely with the Center. What would the 'grass roots' people like NAEB do? At one point, NAEB planned to establish a film distribution center, but this plan has temporarily been suspended. Your international committee found 1800 films abroad which will be useful. In addition, there are tremendous resources at the 'grass roots' level. A film operation can be much less expensive than many believe, and not every station has to be a production center. On the other hand, the best program source in the world for local stations is going to be the local community, and the educational station should make itself available to all community agencies. What is needed is faith. We have to get on the air and be confident that we can program.

Should a student who wants to go into educational television get a Master's degree? In Illinois the decision has been made that training in television will be a fifth year study. A similar decision has been made in North Carolina.

There have been some very bad experiences with educational radio-television consultants trained in the media but knowing nothing of education. There is a real need for trained personnel who know both education and the media.

How can we get accurate and adequate information on costs in television? The estimates made by Arthur Hungerford as far back as the Penn State conference are available in mimeographed form from the JCET. Also, manufacturers, when given the exact requirement of a given community, will give an exact estimate.

The discussion closed with a brief word from Mr. Siegel who informed the members that the Beacon Press, Boston, Massachusetts, will be publishing the scripts of THE JEFFERSONIAN HERITAGE and WAYS OF MANKIND in book form. These will be available in 35¢ pocket editions, and it is anticipated that there will be a big demand for them. Three new programs are available to NAEB members: 1) A REVIEW OF BRITISH WEEKLIES, 2) CEC's: OVER THE BACK FENCE, 3) Mutual Security Agency's: LETTER FROM ITALY. These are available through Mr. Siegel at WNYC.

Finally, it takes a third class ticket to operate an educational transmitter. Every educational broadcaster should get a third class ticket; in fact, he ought to go on and get a second and a first.

"This is an endless adventure, be Ye of good faith."

\*\*\*\*\*

2:00 p.m. Small Group Discussion: HOW CAN NAEB HELP US?

3:00 p.m. " " " HOW CAN WE HELP OURSELVES & NAEB?

During the afternoon, the Workshop divided into four groups as indicated below. Each group chose a chairman and recorder. Two chief topics were discussed: How Can NAEB Help Us? and How Can We Help NAEB? The discussion continued to 5:00 p.m. at which time recordings, films and kinescopes were available for listening and viewing.

Group I:

Mrs. Camille Halyard, Chairman  
Mozelle Causey, Recorder  
Benjamin Ayrigg  
L.O. Brackeen  
George Booley  
Mrs. Zelda Kosh  
Charles MacInnis

Group II:

Vernon Bronson, Chairman  
Ralph Sears, Recorder  
C.R. Graham  
Dan Matthews  
Jack Westbrook  
Richard Wilson  
John Young



Group III:

Walter Whitaker, Chairman  
Roy McGillivray, Recorder  
Tom Carroll  
Dorothy Day  
Dale Keller  
Ernest Lent  
Carroll Lusk

Group IV:

Alvin Gaines, Chairman  
Hoyt Galvin, Recorder  
Jack Breit  
Ralph Boyle  
Jose Buitrago  
Mrs. Carroll Lusk  
Julian Morse

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At 7:30 p.m. the group met for a final banquet at the Carolina Inn Ball Room. Alvin Gaines, having been elected Chairman by the discussion group chairmen, presided.

Mr. Gaines spoke feelingly of the progress which had been made by the NAEB and the real pleasure which he felt in seeing the dream of his early NAEB association come true in this very active Region II meeting. He then called upon the group chairmen to report the finding of the afternoon session. These are summarized as follows: (Any discrepancies noted between the recommendations given here and those sent out by Mr. Schooley must be attributed to human fallibility in reporting - whose, this deponent saith not).

The report for Group I was presented by Mrs. Camille Halyard.

How Can NAEB Help Us?

- A. Programming...by sending out advance leaflets on all programs and program series which are more specific than those at present supplied members. Too often programs are chosen or rejected on insufficient evidence. WAYS OF MANKIND was cited as an illustration. (Send all a complete list of NAEB membership, Associate, Active, and Affiliate)
- B. Grants: 1) to allocate small grants to small stations to help carry on special work in the station;  
2) to give scholarships to help individuals (teachers) get further training in radio and TV techniques. This is carried on on a seminar basis in some places, but...incomplete, not all school systems can afford trained radio people;  
3) to help pay for trips to production centers for training educators.
- C. Workshops or seminars:  
1) to set up more 'grass roots' workshops, where mutual profit can be derived from various experiences;  
2) to provide training session at regional workshops for TV production (commercial station help, etc.)
- D. Newsletter...Compiled bulletin...  
1) to compile description and to give evaluations of ways TV is being utilized by public school system, a do's and don'ts column, in short.  
2) to give information as to the prevailing ways of remunerating talent...to give scale for paying Radio-TV personnel in education.  
3) to send out leaflets giving latest technical developments.

E. Exchange Bureau---to help the region set up a way to exchange radio and TV scripts. Conferees are aware of the need for local programming, but a script exchange would be useful in certain areas, such as literature, which doesn't have much localism.

How Can We Help NAEB?

- A. Programming: 1) to offer suggestions in which ways programs can fit into modern school procedures (hours, flexible curriculum, etc.);  
2) to send in list of our local programs so that an exchange column page might be used in the Newsletter;  
3) to send in our programming needs if NAEB doesn't have them. If several ask, then perhaps something could be done. Or, if NAEB can't meet a specific need, perhaps a member can.
- B. Scripts.....To provide scripts for exchange and to tell what is needed in scripts.
- C. Research.....To offer ourselves, particularly classroom teachers, as resource persons for program development, using teachers instead of script writers.

One of our biggest was the fear that the "participation" aspect for those taking part in TV would be forgotten - and the terrific motivation and values that arose out of it, particularly public schools.

\*\*\*\*\*

The report for Group II was presented by Mr. Vernon Bronson, and Group II recommended the following:

Where possible, group tape offerings into blocks of 13-week series. Suggestion not intended to discourage special program offerings.

The establishment of a screening committee in each region to which members within the region would submit programs considered by the member to be worthy of distribution. The regional committee would act on each program submitted by:

1. accepting the program and recommending it for national distribution, in which case it would be forwarded to national headquarters, the program would fall into alternative categories listed as follows:
2. accepting the program for regional distribution, in which case it would arrange for regional distribution.
3. rejecting the program for distribution.

The establishment of a system of distribution, on a regional basis, of previously distributed programs. This may be accomplished either by a regional depository or by expanding national headquarters.

Interest of educational broadcasters can best be served by using the already existing machinery of the NAEB for planning, production and distribution of educational programs on film from the Chicago Educational Radio and TV Center. Members of the NAEB will look to their own organization for leadership.

That the NAEB explore the possibilities of obtaining LP records with program notes including timing from all recording companies, either free or at reduced prices for NAEB active stations.

That all sources be explored to obtain funds to produce programs on all levels of education. Also to obtain funds for scholarships, internships, and fellowships for representatives of all levels of education.

That all reels be labeled with program titles and reel sequence.

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The report for Group III was presented by Mr. Walt Whitaker. The following recommendations were made:

Promotion of NAEB Tape Network Programs

The need for a survey of promotion for tapes was discussed, both on the lower level and from NAEB. (1) Information; (2) Mailing piece; (3) Gim-micks. It was emphasized that promotional materials are needed in advance.

Recording and ET's (Program and Production Aid)

The need for some centralizing agency (NAEB) furnishing information on available materials of this sort was brought up. Some schools do not have a sufficient number of records and ET's for their use. It was recommended that NAEB compile information that would be useful for the member stations in writing away for ET's and for transcription services. Also, that NAEB contact recording companies for the purpose of arranging free distribution of records or for buying the records at a reduced rate. It was mentioned that no help has come from either the recording company or the distributor when these companies were approached by most individual stations.

Publish a list of companies which in turn publish the time of music.

Acceptance Committee (Uniformity of Materials)

Revise the rules and standards on the programs in regard to the timing of the programs under consideration for distribution. Eliminate excessively long talk programs. Conform to radio timing.

Farm out program ideas to the regional members, for NAEB coverage with or without budget assistance -- or the individual members for production in field in which certain schools excel. One of the chief purposes being to avoid duplication in production.

NAEB and the Chicago Center

The unanimous feeling about this matter was that NAEB should not be subordinated to the Center inasmuch as the years of work would be in jeopardy, that the former organization should control the selection and distribution aspects of the programs to educational stations.

Up-Grading Personnel for Radio and TV (Encourage students)

A broad knowledge of the field should be required as well as specific knowledge. The pay scale should be as high as it can go to fit the local picture. NAEB should help survey the field for the purpose of setting up a placement bureau. The Newsletter should serve as a job-information source for education radio--TV persons instead of Broadcasting.

Regional Production and Distribution

It was highly recommended that stations within each particular region set up a production and distributing center for dealing with subject peculiar to the region, programs to be made available to extra-regional stations through NAEB.

\*\*\*\*\*

The report for Group IV was presented by Mr. Hoyt Galvin. The following recommendations were made:

How Can NAEB Help Members:

1. The NAEB should investigate the possibilities of providing consultant services to schools desiring to establish or improve FM broadcasting.
2. Other miscellaneous comments of value:
  - a. Gaines advised that teacher training in radio utilization should be an important factor in new school broadcasting operations.
  - b. In television, it was mentioned that commercial programs can be carried on educational television stations provided that audio is cut off during the commercials, and this assumes the program itself was of a nature to be classified as educational.
  - c. High gain should be secured in television installations by using a high gain antenna and wave guide transmission lines should be used between the transmitter and the antenna even though the first cost of these installations will be higher.
  - d. In purchasing television equipment, watch for adaptable characteristics necessary in case more power is added later or even for the days of color television.

How can Members Help NAEB?

1. Exchange of personnel between stations be encouraged and facilitated by the Professional Advancement Committee of NAEB.
2. The NAEB should establish a Television Network on both the national and regional basis.

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Following the group reports, the members of the Executive Board of the NAEB, Graydon Ausmus, Frank Schooley, Jim Miles, and Sy Siegel summarized the work of the conference. Others present joined in a lively discussion of the aims and ideals of NAEB and the accomplishments of the meeting. (For a statement summarizing the summaries, see Foreword.)

R-10

File  
Mar 6  
# 8 ch. 2

A Financial Analysis  
of  
Fifty-Four Educational Stations

Raymond D. Cheydleur  
Director: Educational Radio-TV

**A Financial Analysis**  
**of**  
**Fifty-Four Educational Stations**

**Raymond D. Cheydleur**  
**Director: Educational Radio-TV**

Multigraphed, 1953

By Marshall College

Huntington, West Virginia

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OPENING ANNOUNCEMENT: Ladies and Gentlemen, we bring you at this time a study on the painful, but all absorbing subject of educational radio budgets presented as a public service by the writer, the Educational Broadcasting Service of the Speech Department of Marshall College, and brought to you from Region II of the NAEB.

The writer gratefully acknowledges the help of the many Directors of Educational Stations in preparing material; to George C. Johnson, Director of Radio Educational Programs, University of Indiana, for his help and advice in the preparation of this study; to Claire D. Chaney of the University of Indiana for her tactful and subtle prodding; to Professor A. Otis Ranson, Chairman, Department of Speech and Professor Paul H. Collins, Director of Research and Field Services, Marshall College, both of whom made this study possible.

Huntington, West Virginia  
November 1953

Raymond D. Cheydleur  
Director of Educational  
Broadcasting  
Marshall College

## INTRODUCTION

In this country, the efforts of the educators to develop educational broadcasting have been somewhat ineffectual and have met with only a limited degree of success. If one has been in the educational broadcasting field for many years, this may, for the moment, appear extravagant and without foundation, for he realizes that few areas of education have ever been confronted with such a variety of difficult problems. It is hard to imagine a Professor of English teaching a seminar in The English Novel of 1670, or a Professor History, with a course about The Principate of Augustus, having daily administrative problems as varied and complicated as those that confront the Director or Manager of an educational radio station.

Certainly in many areas of education there is little need for the average teacher to be concerned with the handling of thousands of dollars worth of equipment, the depreciation, and eventual necessary replacement of it. The majority of teachers need never worry about pressures from Athletic Departments or other non-educational departments, for broadcasting time. Neither do they have the problem of seeing their trained staffs slowly but constantly taken from them by the demands of industry for more seasoned personnel. True, there is a constant turnover of personnel in all institutions, but that turnover is mostly from within the field. Only a minority will leave the profession altogether; in educational broadcasting, it is probably closer to the majority who leave to enter the commercial world.

If one is new to educational radio and television, and one reviews its history, he gains a tremendous respect for those who have fought the battle of ignorance and apathy that has been met at every turn. At the same time, however, he is amazed at what hasn't been done and what hasn't been achieved in this important area of communications. Because operating budgets play such a serious part in determining the extent and quality of educational broadcasting, this study was made to determine just what the financial picture was in one year--the year 1954.

## Purposes of This Study

Actually very little has been known about the operating budgets of educational stations in America. Administrators too long have had to guess at what might be a feasible amount to be appropriated for these services. In some instances, administrators haven't been certain as to how much of the education-pie-dollar should be released to meet the demands of thousands of parents, teachers, and organizations for educational television.

If administrators have been in the dark, about the exact financial picture of educational broadcasting, so, too, have many directors and managers. Through word of mouth, grapevine, and vague rumors about what "the other fellow" had for operating, the Directors have been given as confused a picture as the one received by their administrators.

This study, only made possible by the willing and excellent members of the National Association of Educational Broadcasters, will attempt to eliminate some of the guess work concerning the over-all budget picture of educational stations.

Another purpose of this study has been to determine the number of people employed on various staffs. Few figures concerning the number of personnel at educational stations, has been available.

Of particular importance, too, is the amount of time or the number of hours of broadcasting being done at educational stations. This part of the picture has been cloudy; and, also, little has been known as to how great or how limited have been the number of hours furnished to commercial stations.

## The Procedure of the Study

This study was aided by the willingness of fifty-four NAEB Directors to release their operational figures. This number of directors represented a little more than fifty per cent of the NAEB station membership at the time the material was gathered. In view of the fact that a survey-in-depth might have resulted in fewer responses, it was decided that a fairly brief questionnaire, covering 1954 budgets, would be sent out. This technique resulted in an excellent cross section of the stations in this country. A copy of the questionnaire, found in the appendix, was mailed to each Director.

Description of the Sample

As previously stated, a little more than fifty per cent of the member stations of the NAEB Network responded. Although almost all of the members of these stations belong to public institutions, and, consequently, the information furnished is of a free and a public nature, nevertheless, the rights and wishes of these Directors have been maintained. Consequently, some of the material in this study has not been identified with the name of the institution. In such cases, only the word "confidential" has been used.

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## Findings

It was determined that perhaps the best method to classify the material in these budgets would be to break them down into various broad areas. Four divisions were used: (1) Colleges and Universities with 10 watts operation, (2) Colleges and Universities operating with 250 to 5,000 watts, AM and/or FM<sup>1</sup>, (3) Public Schools and Boards of Education, various powers, (4) Other Institutions. In the latter group such institutions as Junior Colleges, religious institutions, technical schools, and private foundations have been included.

### Salaries of Directors and Managers

Salaries for Directors or Managers range from a low of \$100.00, found in a 10 watt operation, to that of \$10,000.00 in a public school system. Some salaries of Directors go above the \$8,500.00 range as listed in the questionnaire.

	<u>Average Salary</u>	<u>Salary Range</u>
1. Colleges and Universities 10 watts	\$5,000.00	\$ 100.00-5,500.00
2. Colleges and Universities AM and/or FM, 250-5,000 watts	6,600.00	4,800.00-8,500.00 up
3. Public Schools and Boards of Education	6,649.00	3,200.00-10,000.00
4. Other Institutions	3,416.00	2,500.00-4,500.00

- 
1. Station WNYC, a municipal station, has been included in this classification.

Salaries of Program Directors

Although salary levels remain fairly constant for that of Directors and Managers, there is a general tapering off in those salaries paid to Program Directors. The following table shows there was insufficient data furnished by which salary averages could be established in Colleges and Universities, 10 watts, and for Other Institutions. Salary ranges are completely out of line in at least the first division.

	<u>Average Salary</u>	<u>Salary Range</u>
1. Colleges and Universities 10 watts	_____	50.00-2,000.00
2. Colleges and Universities 250-5,000 watts, AM and/ or FM	5,354.00	2,400.00-6,700.00
3. Public Schools and Boards of Education	3,488.00	2,000.00-4,600.00
4. Other Institutions	_____	_____

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Salaries of Engineers, First License

More encouraging is the next table in which salaries are given for Engineers with a First License. In almost all instances, their salaries are greater than for other staff members excluding those paid to Directors and Managers. Salaries for engineers with second and third class licenses have not been averaged because of insufficient data in those two categories. In many instances, student help has been used, some of it working without any compensation for their services. For individual station differences concerning student engineers, see the appropriate tables in the appendix.

	<u>Average Salary</u>	<u>Salary Range</u>
1. Colleges and Universities 10 watts	_____	\$ 500.00-900.00
2. Colleges and Universities 250-5,000 watts, AM and/ or FM	3,911.00	2,600.00-6,000.00
3. Public Schools and Boards of Education	4,613.00	2,500.00-8,508.00
4. Other Institutions	3,750.00	2,000.00-5,000.00

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#### Salaries of Producers

One of the weakest salary pictures is that for Producers. In three divisions there was insufficient data to establish a level, or too few producers being employed by these stations. Many institutions also used students to fill the position. Certainly, if educational broadcasting is to develop, this part of its operation needs to be closely studied. The obvious question is how well can these stations maintain high standards when so few of them have producers? The only division which could be tabulated with any reliability was that of the Colleges and Universities with the greatest power.

	<u>Average Salary</u>	<u>Salary Range</u>
1. Colleges and Universities 10 watts	_____	_____
2. Colleges and Universities 250-5,000 watts, AM and/ or FM	\$3,972.00	\$2,880.00-5,200.00
3. Public Schools and Boards of Education	_____	_____
4. Other Institutions	_____	_____

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### Salaries of Writers

It is difficult to understand why so few institutions have producers, and also, why only a few have writers. Here again are found similar low salary scales. Although there are more stations that employ writers than stations that employ producers, their maximum salary level is possibly so low as to discourage recruitment. If institutions are to hold on to these trained writers for a period of time in which they can be of worth, then a method must be found to raise these salary levels.

	<u>Average Salary</u>	<u>Salary Range</u>
1. Colleges and Universities 10 watts	_____	_____
2. Colleges and Universities 250-5,000 watts, AM and/ or FM	\$3,322.00	\$2,700.00-4,000.00
3. Public Schools and Boards of Education	3,778.00	3,104.00-5,800.00
4. Other Institutions	_____	_____

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### Salaries of Chief Announcers

Of the twenty-one Colleges and Universities with 250-5,000 watts, AM and/or FM, only five employed a Chief Announcer on their staff; other institutions used students for this position or assigned the position as part of class work. The information concerning general announcers has been limited. Salaries for this position indicated the same low level as that for other positions in the educational radio field.



	<u>Salary Range</u>	
1. Colleges and Universities 10 watts	_____	_____
2. Colleges and Universities 250-5,000 watts, AM and/ or FM	\$4,140.00	\$2,880.00-5,600.00
3. Public Schools and Boards of Education	_____	_____
4. Other Institutions	_____	_____

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#### Salaries of News Men

Although every significant survey dealing in program preferences and interests has always placed the field of news as one of the most important programs to the listener, only a minority of educational stations include news men in their salary budgets. In most instances it appears that students fill this important position. Administrators may want to re-examine their thinking along these lines if news programs on educational stations are to be of higher caliber.

	<u>Salary Range</u>	
1. Colleges and Universities 10 watts	_____	_____
2. Colleges and Universities 250-5,000 watts, AM and/ or FM	\$3,601.00	\$3,120.00-5,000.00
3. Public Schools and Boards of Education	_____	_____
4. Other Institutions	_____	_____

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### Salaries for Clerks

Colleges and Universities in the second division usually employ at least two clerks. Higher salaries and a better salary range are to be found for clerks associated with the Public Schools and Boards of Education division. In general, the average salary for clerks in Public Schools and Boards of Education is greater than those minimum salaries for program directors, producers, the majority of writers, chief announcers.

	<u>Average Salary</u>	<u>Salary Range</u>
1. Colleges and Universities 10 watts	_____	_____
2. Colleges and Universities 250-5,000 watts, AM and/ or FM	2,400.00	\$1,980.00-3,600.00
3. Public Schools and Boards of Education	2,932.00	2,215.00-3,700.00
4. Other Institutions	_____	_____

### Student Assistants

Student Assistants play an important part in the operation of almost all educational stations. Colleges and Universities of both classifications employ an average of nine students per station. Those institutions of the first division average twenty-nine unpaid students per station. Those institutions of the first division average twenty-nine unpaid students per station. One may possibly assume this type of operation is less efficient. True, in many instances, these students are part of a training program or are assigned to staff positions as part of their classroom work. A further study of this problem certainly needs to be made.

Although it depends upon the theory of operation and the size of individual budgets, this type of operation should be closely examined. Without a basic philosophy of operation for all stations, it would be presumptuous to say it is wrong to use many students in any single operation. And although it is most difficult to set standards or to say that many of the larger institutions are doing a better job of programming than the smaller organizations, it is certainly apparent that these institutions do not rely on students for fulfilling key positions. This study does not in any sense try to measure the quality of programming (which, after all, is a somewhat subjective problem,) or to relate the quality of programming with the size of budgets. It does appear important, however, that smaller stations place a tremendous amount of reliance upon student personnel.

	<u>Hourly Rate</u>	<u>Average number of paid students per station</u>	<u>Average number of unpaid students per station</u>
Colleges and Universities 10 watts	\$ .77	9	29
Colleges and Universities 250-5,000 watts, AM and/ or FM	1.04	9	0
Public Schools and Boards of Education	.86	2	0
Other Institutions	<u>        </u>	-	-

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### Approximate Operating Budgets

No uniform system of financing is apparent in the educational broadcasting field today. Funds are received from different sources, including church, city, state, and private resources. These budgets vary from two hundred dollars to three hundred, ten thousand dollars. In the instance of the University of Oklahoma, the budget for television is as high as seven million dollars, in order to set up an educational television network.

The weakest division occurs in the Colleges and Universities operating with 10 watts. The largest budget in this particular division is still almost only one half of the lowest average to be found in any of the other three divisions. It is interesting to note that the average budget for Public Schools and Boards of Education is almost nine times as great as that for Colleges and Universities with 10 watt operation.

Although figures are not available as of this date, certainly a study should be made to see what proportion of the individual institution's pie-dollar is made available for each station. In order to obtain a truer picture of educational broadcasting in this country, certainly such a study which would consider the exact per-centages being spent in this area in relation to other educational services from individual organizations, would be valuable.

Since institutions in the first division average only \$3,367.00 for the coming budget year, it appears that there may be a high disproportion, if one considers the size of other departmental staffs within the same institution.

	<u>Average Budget</u>	<u>Range of Budgets</u>
1. Colleges and Universities 10 watts	\$3,367.00	700.00-14,000.00
2. Colleges and Universities 250-5,000 watts, AM and/ or FM	89,661.00	3,000.00-310,000.00
3. Public Schools and Boards of Education	28,600.00	200.00-150,000.00
4. Other Institutions	27,592.00	2,000.00- 96,000.00

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#### Additional Funds For Station Expansion

No adequate means for determining averages was known by which to calculate the available information concerning additional funds provided for station expansion. A clearer picture may be obtained by examining the various divisions to be found in the appendix. It would appear that, in some instances, any expansion has to be handled from the operating budgets, and additional funds had not been received. On the other hand, the State College of Washington has \$65,000.00 for expansion, and the University of Oklahoma spent \$800,000.00 recently for new studios and equipment.

#### Funds Provided For the Development Of Television

Because some stations were awaiting for appropriate legislative action, and others were waiting for administrative developments, at the time these budgets were filed, no further information is given other than noted in the appendix. For complete figures, it is suggested that the various budget reports prepared by the Joint Committee on Educational Television be studied.

Hours Per Week of Broadcasting  
From Institution's Own Station

The number of hours in all divisions range from an average of 21 to 58 hours per week. But many differences appear within each main division. Colleges and Universities with 10 watts operation operate from 10 to 70 hours per week. The second wide variation appears with Colleges and Universities with greater power, from 10-147 hours per week. This figure includes those hours broadcast by the New York City system. But even in the third and fourth divisions there is a great variation.

	Average Number of Hours Per Week	Range of Hours
1. Colleges and Universities 10 Watts	34	10-70
2. Colleges and Universities 250-5,000 watts, AM and/ or FM	58	10-147
3. Public Schools and Boards of Education	21	4-52:30
4. Other Institutions	40	30-57

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Hours Per Week of Broadcasting  
Provided to Commercial Stations

Very few hours of educational broadcasting are provided to commercial stations. Although this is subjective, it might be considered a healthy trend in some instances. If one agrees that it is not the job of commercial stations to handle the problem of educational programming, that if educators are going to make something worth-while out of their part of this dual-system of broadcasting, then certainly the time and effort devoted to producing programs for non-educational stations is one which might well have a negative growth effect.

On the other hand, the problem isn't so simple, and in some instances, this type of administrative policy is certainly a good one. Commercial broadcasters are to be thanked for their cooperation in many instances in handling some of these programs.

The question, however, still arises whether a station would do better to use its personnel for further development of its own programming, than to use it to turn out programs for commercial stations.

Is this not a negative approach to the whole problem of educational broadcasting? If commercial stations are used because of wider coverage areas, then administrators are ignoring the real problem of increasing the power of their own institution's station and that of building a chain of educational relay stations within each state.

	Average Number of Hours Per week	Range of Hours
1. Colleges and Universities 10 Watts	1	0-3
2. Colleges and Universities 250-5,000 watts, AM and/ or FM	5 approx.	1-16:30
3. Public Schools and Boards of Education	2 plus	0-10
4. Other Institutions	-	0-6

## SUMMARY

The figures presented in this budget analysis certainly indicate to the experienced Director or Manager of an Educational Station that, in general, after thirty years, educational radio is still, in most instances, very unsound financially. In the majority of cases, directors are faced with the problem of running systems without any fuel to carry them along.

It remains a mystery to this investigator how, on the one hand, directors are able to operate, and, on the other, how these very same directors keep doing excellent work in programming. Of particular concern to members of the NAEB, should be the quality of personnel used at these stations. Again, in all too many instances, we find staff salaries are below those paid to other faculty members and below those salaries paid in commercial.

We can not ignore the fact that many clerks in the Public Schools are making more than many producers, writers, program directors, and announcers.

It is no wonder that commercial broadcasters are constantly taking the cream in personnel, when the above mentioned conditions exist within our field of education.

Administrators, at least many of them, are apparently not cognizant of this important fact. No reputable institution in this country permits a consistent bleeding within its structure. True, there is a turn-over of faculty members in general, but it is from one institution to another; only a small minority leaving the profession completely.

It would be difficult to discover recognized institutions allowing major departments to be bled of key personnel to the extent that they allow departments of radio and television to be bled. Salaries, today, won't hold trained people, and consequently, directors are not able to build a sound, well-trained, and well-balanced staff.

Of particular concern should be the over-emphasis given to staffing a station with student help. Although it is the policy of many educational stations to train students for the industry, it would appear, nevertheless, that some institutions use this as an inexpensive means of staffing the major positions. Examination of those tables dealing



with personnel indicate that the long established and highly respected educational radio services, although using student help, certainly do not allow students to act as substitutes for key staff positions.

To be questioned is the quality of both the administration plus the overall programming standards, of institutions using this means to operate. No successful commercial station known to have operated very long, has done so with poorly paid personnel. In many instances, because of its very nature, educational programming is even more difficult to handle, and to allow students who have neither the educational background nor the technical experience, to make up the bulk of any staff is, in many cases, a blow to educational radio standards.

Commercial broadcasters have long delighted in pointing out the low quality of production and writing of many educational programs. Unfortunately their barbs are all too accurate. The truth hurts but the shoe fits, and we can't deny their accusations.

As directors, we often must take a negative stand, agree with these people or feebly make some excuse. Few educational radio systems can look these people in the eye and say "We know you are wrong!" The Abbots, Ewbanks, McCartys, Paulus, Schooleys, and Siegels are indeed rare in this new area of education.

Until deans, college presidents, comptrollers, and boards of education, can give Directors workable budgets and fair share of the educational-pie, these same Directors will be forced to compromise on staff positions, programming policies, and educational standards.

## COLLEGES and UNIVERSITIES\*

250-5,000 watts

AM and FM

\*Including one municipal broadcasting system.



## PROGRAM DIRECTOR

	<u>Salary</u>
1. Purdue University	\$5,600.00
2. State College of Washington	5,600.00
3. Iowa State College	4,200.00
4. Michigan State College	5,800.00
5. Confidential	4,744.00
6. Confidential	plus two classes
7. Wayne University	student
8. College of the Pacific	2,400.00
9. University of Washington	5,940.00
10. University of Tulsa	student
11. Confidential	3,900.00
12. City of New York	3/4 time
13. Confidential	6,700.00 up
14. Western Michigan College	3,900.00
15. University of North Carolina	student
16. University of Houston	5,000.00
17. Confidential	4,750.00
18. University of Tennessee	3,800.00
19. University of Oklahoma	4,180.00
20. Louisiana State University	_____
21. University of South Dakota	3,800.00

Salary Range: \$2,400.00 - \$6,700.00

Average Salary: 5,354.00

250-5,000 watts-AM-FM

## ENGINEERS

	<u>First Class</u>	<u>Number on Staff</u>	<u>Salary Range</u>
1. Purdue University		5	3,600.00
2. State College of Washington		2	4,300.00-5,200.00
3. Iowa State College		3	5,200.00-6,000.00
4. Michigan State College		4	average 4,940.00
5. Confidential		1	4,300.00
6. Confidential		2	4,500.00
7. Wayne University		1	4,200.00
8. College of the Pacific		1	3,700.00
9. University of Washington		1	4,680.00
10. University of Tulsa		4	\$1.00 per hr. _____
11. Confidential		7	3,967.00
12. City of New York		-	4,000.00
13. Confidential		4	2,600.00-2,990.00 up 3,250.00-5,200.00
14. Western Michigan College		1	3,400.00
15. University of North Carolina		1	1,500.00
16. University of Houston		2	5,000.00
17. Confidential		1	6,000.00
18. University of Tennessee		5	3,000.00-4,000.00 2,662.30
19. University of Oklahoma		4	average 3,070.00
20. Louisiana State University		1	3,480.00
21. University of South Dakota		1	4,100.00

Salary Range: \$2,600.00-6,000.00

Approximate Average Salary : \$3,911.00

250-5,000 watts-AM-FM

## ENGINEERS

	<u>Number on Staff</u>	<u>Salary</u>
<u>Second Class</u>		
1. Purdue University	-	_____
2. State College of Washington	-	_____
3. Iowa State College	1 student	_____
4. Michigan State College	6	3,847.00
5. Confidential	0	_____
6. Confidential	-	_____
7. Wayne University	2 \$1.00 per hr.	_____
8. College of the Pacific	1	2,500.00
9. University of Washington	-	_____
10. University of Tulsa	-	_____
11. Confidential	-	_____
12. City of New York	-	_____
13. Confidential	-	_____
14. Western Michigan College	-	_____
15. University of North Carolina	1	1,500.00
16. University of Houston	-	_____
17. Confidential	-	_____
18. University of Tennessee	-	_____
19. University of Oklahoma	-	_____
20. Louisiana State University	-	_____
21. University of South Dakota	-	_____

250-5,000 watts-AM-FM

## ENGINEERS

	<u>Third Class</u>	<u>Number on Staff</u>	<u>Salary</u>
1. Purdue University	-	-	_____
2. State College of Washington	-	-	_____
3. Iowa State College	-	8 students	.70-1.25 per hr.
4. Michigan State College	-	0	_____
5. Confidential	-	0	_____
6. Confidential	-	-	_____
7. Wayne University	-	-	_____
8. College of the Pacific	-	-	_____
9. University of Washington	-	-	_____
10. University of Tulsa	-	-	_____
11. Confidential	-	-	_____
12. City of New York	-	-	_____
13. Confidential	-	-	_____
14. Western Michigan College	-	-	_____
15. University of North Carolina	-	1	_____
16. University of Houston	-	-	_____
17. Confidential	-	-	_____
18. University of Tennessee	-	-	_____
19. University of Oklahoma	-	-	_____
20. Louisiana State University	-	-	_____
21. University of South Dakota	-	-	3,500.00

250-5,000 watts-AM-FM

## PRODUCERS

	<u>Number on Staff</u>	<u>Salary</u>
1. Purdue University	3	3,800.00-4,500.00
2. State College of Washington	-	_____
3. Iowa State College	1	4,900.00
4. Michigan State College	1	3,600.00
5. Confidential plus 2 classes	1	4,476.00
6. Confidential students	5	_____
7. Wayne University student	1	_____
8. College of the Pacific	1	3,600.00
9. University of Washington	1	4,680.00
10. University of Tulsa	1	_____
11. Confidential	1	3,300.00
12. City of New York	2	3,750.00 up
13. Confidential	-	_____
14. Western Michigan College	-	_____
15. University of North Carolina	5	_____
16. University of Houston	-	_____
17. Confidential	1	5,200.00
Asst. Mgr. for programs		
18. University of Tennessee	1	3,500.00
19. University of Oklahoma	0	_____
20. Louisiana State University	1	2,880.00
21. University of South Dakota	1	3,500.00

Average number of producers per station: 1 3/4

Average producer's salary \$3,972.00



NEWS MEN

	<u>Students</u>	<u>Staff Members</u>	<u>Salary</u>
1. Purdue University		0	_____
2. State College of Washington		-	_____
3. Iowa State College	3	2	3,200.00-4,500.00
4. Michigan State College		1	5,000.00
5. Confidential		0	_____
6. Confidential	4	0	_____
7. Wayne University	4	0	_____
8. College of the Pacific	-	-	_____
9. University of Washington	-	-	_____
10. University of Tulsa	6	-	_____
11. Confidential		3	3,120.00-3,228.00 3,410.00
12. City of New York		3	3,750.00 up
13. Confidential	-	-	_____
14. Western Michigan College	-	-	_____
15. University of North Carolina	5		_____
16. University of Houston	-		_____
17. Confidential	-	-	_____
18. University of Tennessee	-	-	_____
19. University of Oklahoma	-	-	_____
20. Louisiana State University	-	-	_____
21. University of South Dakota	-	-	_____

Average number of students engaged by stations using student personnel: 4 plus

Average staff salary: \$3,601.00

## WRITERS

	<u>Number on Staff</u>	<u>Salary</u>
1. Purdue University	—	\$15-script _____
2. State College of Washington	—	_____
3. Iowa State College	1	\$3,600.00
4. Michigan State College	1	3,760.00
5. Confidential	0	_____
6. Confidential	5 students	_____
7. Wayne University	6 students	_____
8. College of the Pacific	—	_____
9. University of Washington	—	_____
10. University of Tulsa	—	cl.assign. _____
11. Confidential	4½	2,700.00
12. City of New York	2	3,900.00 up
13. Confidential	—	_____
14. Western Michigan College	—	_____
15. University of North Carolina	6 students	_____
16. University of Houston	—	_____
17. Confidential Producer-writer	6	3,000.00-4,000.00
18. University of Tennessee	—	_____
19. University of Oklahoma	1	2,880.00
20. Louisiana State University	—	_____
21. University of South Dakota	4	.50 per hr. _____
Salary Range:		\$2,700.00-4,000.00
Average Salary:		\$3,322.00

250-5,000 watts-AM-FM

## CHIEF ANNOUNCER

	<u>Salary</u>
1. Purdue University	\$3,600.00
2. State College of Washington	5,500.00
3. Iowa State College	_____
4. Michigan State College	_____
5. Confidential	240.00
6. Confidential	student _____
7. Wayne University	student _____
8. College of the Pacific	_____
9. University of Washington	_____
10. University of Tulsa	student _____
11. Confidential	_____
12. City of New York	5,600.00
13. Confidential	3,120.00
14. Western Michigan College	_____
15. University of North Carolina	_____
16. University of Houston	_____
17. Confidential	_____
18. University of Tennessee	_____
19. University of Oklahoma	2,880.00
20. Louisiana State University	_____
21. University of South Dakota	_____

Salary Range: \$2,880.00-5,600.00

Average Salary: \$4,140.00

Items 1,2,12,12,19

250-5,000 watts-AM-FM

## ANNOUNCERS

	<u>Number on Staff</u>	<u>Salary</u>
1. Purdue University	30	0.00
2. State College of Washington	—	—
3. Iowa State College	11	.70-1.00
4. Michigan State College	—	—
5. Confidential	—	—
6. Confidential	12	students
7. Wayne University	10	students
8. College of the Pacific	—	—
9. University of Washington	—	—
10. University of Tulsa	10	students
11. Confidential	7	$\frac{1}{2}$ time 1,440.00
12. City of New York	12	3,750.00
13. Confidential	—	—
14. Western Michigan College	—	—
15. University of North Carolina	7	—
16. University of Houston	—	—
17. Confidential	—	—
18. University of Tennessee	—	—
19. University of Oklahoma	1	2,700.00
20. Louisiana State University	—	—
21. University of South Dakota	—	—

250-5,000 watts-AM-FM

## GENERAL CLERKS

	<u>Number of Clerks</u>	<u>Salary</u>
1. Purdue University	2	\$2,100.00-2,400.00
2. State College of Washington	0	_____
3. Iowa State College	1	1,980.00
4. Michigan State College	1	2,350.00
5. Confidential	1	2,000.00
6. Confidential	0	_____
7. Wayne University	1	.75 per hr.
8. College of the Pacific	-	_____
9. University of Washington	1	2,940.00
10. University of Tulsa	2 students	
11. Confidential	2	2,150.00-3,150.00
12. City of New York	6	2,000.00
13. Confidential	1	3,600.00
14. Western Michigan College	-	_____
15. University of North Carolina	3	_____
16. University of Houston	2	3,000.00
17. Confidential	4	2,500.00-3,000.00
18. University of Tennessee	-	_____
19. University of Oklahoma	2	2,010.00
20. Louisiana State University	-	1.00 per hr.
21. University of South Dakota	-	_____
Salary Range:		\$1,980.00-3,600.00
Average Salary:		\$2,400.00

250-5,000 watts-AM-FM

## STUDENT ASSISTANTS

	<u>Number On Staff</u>	<u>Per Hour</u>
1. Purdue University	20-30	.75- .95
2. State College of Washington	—	.75-1.25
3. Iowa State College	22	.70-1.25
4. Michigan State College	25	.80
5. Confidential	2	.65
6. Confidential	—	—
7. Wayne University	2	.75
8. College of the Pacific	2	1.00
9. University of Washington	2	1.25
10. University of Tulsa	16	.50
11. Confidential	—	—
12. City of New York	—	—
13. Confidential	9	1.00
14. Western Michigan College	7	.80-1.00
15. University of North Carolina	2	—
16. University of Houston	4	1.00
17. Confidential	—	—
18. University of Tennessee	3	.65
19. University of Oklahoma	6	.75
20. Louisiana State University	0	—
21. University of South Dakota	8	.50- .75
Average Number of student assistants:		9
Average hourly rate per student:		\$1.04

250-5,000 watts-AM-FM

## OTHERS

	<u>Salary</u>	
1. Purdue University	<u>          </u>	
2. State College of Washington	\$4,200.00	Transcription Director
3. Iowa State College of Washington	3,800.00	Music Supervisor
4. Michigan State College	16,100.00	
5. Confidential	65.00	Sixteen tuition grants per semester
6. Confidential	2,250.00	Secretary-traffic
7. Wayne University	<u>          </u>	
8. College of the Pacific	<u>          </u>	
9. University of Washington	1,200.00	Secretary, half time
10. University of Tulsa	<u>          </u>	
11. Confidential	<u>          </u>	
12. City of New York	2,900.00	up. Film editors, chauffers, music directors, etc.
13. Confidential	<u>          </u>	Music
14. Western Michigan College	<u>          </u>	
15. University of North Carolina	<u>          </u>	Five others
16. University of Houston	<u>          </u>	
17. Confidential	4,500.00	Assistant Mgr. for operations.
18. University of Tennessee	2,400.00	Women's director
19. University of Oklahoma	13,280.00	Traffic Mgr., Dir. School of the Air. Asst. Dir. of music
20. Louisiana State University	<u>          </u>	
21. University of South Dakota	1,200.00	Women's director
	2,100.00	Secretary
	3,700.00	Director, School of the Air.

## APPROXIMATE OPERATING BUDGET FOR 1954

1. Purdue University	\$99,800.00
2. State College of Washington	99,200.00
3. Iowa State College	79,000.00
4. Michigan State College	135,000.00
5. Confidential	6,790.00
6. Confidential	24,000.00
7. Wayne University	22,000.00
8. College of the Pacific	17,000.00
9. University of Washington	5,000.00
10. University of Tulsa	5,000.00
11. Confidential	135,000.00
12. City of New York	310,000.00
13. Confidential	38,000.00
14. Western Michigan College	8,000.00
15. University of North Carolina	3,000.00
16. University of Houston	26,000.00
17. Confidential	160,000.00
18. University of Tennessee	19,200.00
19. University of Oklahoma	8,200.00 plu
20. Louisiana State University	14,600.00
21. University of South Dakota	40,000.00
Range of Budgets:	\$3,000.00-310,000.00
Average Operating Budget:	\$89,661.00



250-5,000 watts-AM-FM

ADDITIONAL FUNDS FOR STATION EXPANSION (new studios, equipment, etc.)

1. Purdue University	\$6,500.00	
2. State College of Washington	65,000.00	
3. Iowa State College		We expect to ask for state funds in order to replace the present transmitter and control equipment.
4. Michigan State College	_____	
5. Confidential		Last year \$2,600.00 for new transmitter.
6. Confidential		No state funds available.
7. Wayne University	0.00	
8. College of the Pacific	0.00	Private institution.
9. University of Washington		Yes. New studios and offices.
10. University of Tulsa	0.00	
11. Confidential		Yes. Off/on.
12. City of New York	_____	
13. Confidential	0.00	
14. Western Michigan College	_____	
15. University of North Carolina	0.00	
16. University of Houston	3,000.00	About.
17. Confidential		All expansion is out of the basic operating budget.
18. University of Tennessee		Not as such.
19. University of Oklahoma		We have only recently finished spending \$800,000.00 for new studios, equip. etc.
20. Louisiana State University	0.00	
21. University of South Dakota		Yes.

FUNDS PROVIDED FOR DEVELOPMENT OF TELEVISION

1. Purdue University	\$65,000.00-100,000.00	In process.
2. State College of Washington	77,000.00	
3. Iowa State College		Now in operation.
4. Michigan State College	500,000.00	
5. Confidential	3,000.00	For TV equipment.
6. Confidential		None as yet.
7. Wayne University		No information for publication yet.
8. College of the Pacific		Now being discussed.
9. University of Washington	_____	
10. University of Tulsa	0.00	
11. Confidential	215,000.00	
12. City of New York	380,000.00	When, as and if!
13. Confidential	1,000.00	
14. Western Michigan College	0.00	
15. University of North Carolina	800,000.00	From private sources.
16. University of Houston	500,000.00	
17. Confidential	450,000.00	
18. University of Tennessee		None as yet.
19. University of Oklahoma	7,000,000.00	For construction of a 10 station state-wide Ed-TV network. The first in the country.
20. Louisiana State University	0.00	
21. University of South Dakota	1,000.00	

250-5,000 watts-AM-FM

HOURS PER WEEK OF BROADCASTING  
FROM INSTITUTION'S OWN STATION

	<u>Hours per week</u>
1. Purdue University	90
2. State College of Washington	96:30
3. Iowa State College	78
4. Michigan State College	98
5. Confidential	20
6. Confidential	80
7. Wayne University	45
8. College of the Pacific	20
9. University of Washington	40
10. University of Tulsa	56
11. Confidential	100 AM & FM
12. City of New York	147
13. Confidential	70
14. Western Michigan College	25
15. University of North Carolina	28
16. University of Houston	50
17. Confidential	50
18. University of Tennessee	35
19. University of Oklahoma	48
20. Louisiana State University	10
21. University of South Dakota	48

Range: 10-147 hrs.  
per week.

Average: 58 hrs. per  
week.

## PROGRAM HOURS PER WEEK PROVIDED TO COMMERCIAL STATIONS

1. Purdue University	2-6	
2. State College of Washington	16 $\frac{1}{2}$	
3. Iowa State College		Interviews of Agriculture and Home Economics specialists provided each week on platter to 17 radio stations.
4. Michigan State College	3 3/4	
5. Confidential		Counting number of stations close to 160 but several shows go to 25 stations. This varies. Sometimes 30-40
6. Confidential	0	
7. Wayne University	2 $\frac{1}{2}$	
8. College of the Pacific	0	
9. University of Washington	-	
10. University of Tulsa	10	
11. Confidential	$\frac{1}{4}$	
12. Confidential		Varies. Not regular
13. Confidential	0	
14. Western Michigan College	0	
15. University of North Carolina	2	
16. University of Houston	4	
17. Confidential	1	
18. University of Tennessee		During year of 1952-53 (9 mo. only) had total of 1955 quarter and half hr. programs on 55 Tenn. stations. Used tape.
19. University of Oklahoma	0	
20. Louisiana State University	1	
21. University of South Dakota	5	
	Range:	1-16:30 hrs. per week
	Average:	5 approximately

## REMARKS

State College of Washington

KWSC is integrated into our advanced training work for professionals in radio-tv. These students are on apprenticeships coupled with pay ranging as indicated. All work under professional staff as listed is done by students on staff as follows:

Announcers	26
Sports	8
Production	6
News	10
Continuity	12
Music Library	6
Traffic	4
Sales	6
Special Events	-

We also operate KMPS as a carrier-current station 25 hrs. per week on a commercial basis. KWSC is non-commercial.

Three people teach one-half time officially and this fits into the apprenticeship training set-up. Not included are Ag. men on part time assignment (one 2/3 @ \$6,050.00) for programs and transcriptions.

Confidential

This year's request for TV studio equipment turned down due to general over all cut in state institutions budgets.

Is this dirth of funds this year and next year a universal thing, do you think, or just our own state situation? They have tightened everything terrifically here except salaries, and that was because they lost 34 people last year.

It really is something appalling, especially when you hear figures for budgets like Minnesota's, Wisconsin's and a few others. I'm not tooting my own horn when I say that I think we do more for less in proportion, because \_\_\_\_\_'s been doing it for years. All I know is that it does get frustrating sometimes to always have to be figuring every nickle, literally, and to have to pick between activities because you can't afford to do them all.

Wayne University

This is essentially a student training operation supervised by me as a member of the Speech Department staff.

## REMARKS

Western Michigan College

Note: As director of station, my teaching load has been 10 semester hours a week. The average full load is 15 hours. My salary does not come from the station appropriations.

University of North Carolina

WUNC operates from the budget of its parent organization, the Communications Center. It is, therefore, not possible to make an accurate statement of the operating budget for WUNC alone. The figure shown is quite definitely an estimate.

The sum indicated for television comes from private sources.

WUNC, together with the Communications Center, furnishes numerous programs to state broadcasts--some go to more than 50 stations; others are heard only on single stations. The figure shown is an estimate of the number of hours of programming furnished, irrespective of the number of stations originating the programs.

University of Houston

KUHT, our TV station has another and much larger budget. It begins programming on May 25, 1953. The FM operation will continue, however.

Confidential

Our present operation has been designated by the Board of Supervisors as "stand-by basis."

COLLEGES and UNIVERSITIES

10 Watts

FM

Colleges and Universities, 10 Watts  
DIRECTOR OR MANAGER

	<u>Salary Range</u>
1. Bowling Green University	\$5,000.00-5,500.00
2. Confidential	_____
3. University of Wichita	1,440.00
4. Confidential	4,500.00-5,000.00
5. Kent State University 10½ months	5,000.00-5,500.00
6. DePauw University 8 months	_____
7. Temple University	4,500.00-5,000.00
8. Ottawa University 9 months	100.00
9. University of Oregon	_____
10. Miami University	_____
11. University of Massachusetts	_____
12. Northwestern University	_____
Salary Range:	\$100.00-\$5,500.00
Average Salary, less items 3 and 8:	\$5,000.00



Colleges and Universities, 10 Watts

## PROGRAM DIRECTOR

	<u>Salary</u>
1. Bowling Green University	_____
2. Confidential	_____
3. University of Wichita    None	_____
4. Confidential                One student	180.00
5. Kent State University    Students	_____
6. DePauw University        Half-time faculty	\$2,000.00
7. Temple University	_____
8. Ottawa University	50.00
9. University of Oregon    Students	_____
10. Miami University	_____
11. University of Massachusetts	_____
12. Northwestern University	_____
Salary Range:	\$50.00-\$2,000.00

## Colleges and Universities, 10 Watts

## ENGINEERS

	<u>First Class</u>	<u>Number on Staff</u>	<u>Per Hour</u>
1. Bowling Green University		0	\$ 0.00
2. Confidential		-	_____
3. University of Wichita		1	.65
4. Confidential		1	1.00
5. Kent State University		1	1.00
6. DePauw University		1	500.00 per yr.
7. Temple University		1	900.00 per yr.
8. Ottawa University		2	0.00
9. University of Oregon (faculty member)		1	0.00
10. Miami University		-	_____
11. University of Massachusetts		-	_____
12. Northwestern University		1	_____

## Colleges and Universities, 10 Watts

## ENGINEERS

	<u>Second Class</u>	<u>Number on Staff</u>	<u>Per Hour</u>
1. Bowling Green University		0	_____
2. Confidential		0	_____
3. University of Wichita		0	_____
4. Confidential		3	\$1.00
5. Kent State University		1	.70
6. DePauw University		0	_____
7. Temple University		-	_____
8. Ottawa University		-	_____
9. University of Oregon		1	0.00
10. Miami University		0	_____
11. University of Massachusetts		-	_____
12. Northwestern University		-	_____

## Colleges and Universities, 10 Watts

## ENGINEERS

	<u>Third Class</u>	<u>Number on Staff</u>	<u>Per Hour</u>
1. Bowling Green University		10	0.00
2. Confidential		0	_____
3. University of Wichita		5	_____
4. Confidential		3	1.00
5. Kent State University		0	_____
6. DePauw University		6	200.00 per yr.
7. Temple University		0	_____
8. Ottawa University		7	0.00
9. University of Oregon		3	0.00
10. Miami University		varies	.75
11. University of Massachusetts		--	_____
12. Northwestern University		3	_____

## PRODUCERS

		<u>Number on Staff</u>	<u>Salary</u>
1. Bowling Green University		0	_____
2. Confidential	students	-	_____
3. University of Wichita		0	_____
4. Confidential		1	\$180.00
5. Kent State University	students	-	_____
6. DePauw University		-	_____
7. Temple University		-	_____
8. Ottawa University	volunteer	-	_____
9. University of Oregon	student	1	0.00
10. Miami University	student	-	0.00
11. University of Massachusetts		-	_____
12. Northwestern University		6	_____

## Colleges and Universities, 10 Watts

## NEWS MEN

		<u>Number on Staff</u>	<u>Salary</u>
1. Bowling Green University	students	6	_____
2. Confidential	students	-	_____
3. University of Wichita	students	-	_____
4. Confidential	students	8	_____
5. Kent State University	students	-	_____
6. DePauw University		-	_____
7. Temple University		-	_____
8. Ottawa University	volunteer	-	_____
9. University of Oregon	students	-	_____
10. Miami University	students	-	_____
11. University of Massachusetts	students	-	_____
12. Northwestern University	Journalism classes	-	_____

## Colleges and Universities, 10 Watts

## WRITERS

		<u>Number on Staff</u>	<u>Salary</u>
1. Bowling Green University		0	_____
2. Confidential		0	_____
3. University of Wichita		0	_____
4. Confidential		2	\$2,460.00
		2	0.00
5. Kent State University		0	_____
6. DePauw University		0	_____
7. Temple University		0	_____
8. Ottawa University	students	-	_____
9. University of Oregon	students	2	0.00
10. Miami University	students	-	0.00
11. University of Massachusetts		-	_____
12. Northwestern University		7	_____

## Colleges and Universities, 10 Watts

## CHIEF ANNOUNCER

		<u>Number on Staff</u>	<u>Salary</u>
1. Bowling Green University		0	_____
2. Confidential	student	-	_____
3. University of Wichita		0	_____
4. Confidential		1	0.00
5. Kent State University	student	-	0.00
6. DePauw University		0	_____
7. Temple University		0	_____
8. Ottawa University	student	-	0.00
9. University of Oregon	student	-	0.00
10. Miami University	student	-	0.00
11. University of Massachusetts		-	_____
12. Northwestern University		1	_____



## Colleges and Universities, 10 Watts

## ANNOUNCERS

		<u>Number on Staff</u>	<u>Salary</u>
1.	Bowling Green University students	30	0.00
2.	Confidential	—	—
3.	University of Wichita students	20	0.00
4.	Confidential students	30	0.00
5.	Kent State University	—	—
6.	DePauw University	—	—
7.	Temple University	—	—
8.	Ottawa University	—	—
9.	University of Oregon	6	0.00
10.	Miami University students	—	0.00
11.	University of Massachusetts	—	—
12.	Northwestern University	7	—

## Colleges and Universities, 10 Watts

## GENERAL CLERKS

	<u>Number on Staff</u>	<u>Salary</u>
1. Bowling Green University	0	_____
2. Confidential	-	_____
3. University of Wichita	2	.65
4. Confidential	4	0.00
5. Kent State University	-	_____
6. DePauw University	1	400.00 per yr.
7. Temple University	-	_____
8. Ottawa University	-	_____
9. University of Oregon	3	_____
10. Miami University	-	0.00
11. University of Massachusetts	-	_____
12. Northwestern University	-	_____

## Colleges and Universities, 10 Watts

## STUDENTS ASSISTANTS

	<u>Number on Staff</u>	<u>Per Hour</u>	
1. Bowling Green University	4	\$ .80	
2. Confidential	28	—	
3. University of Wichita	3	.65	
4. Confidential	1	\$1,000.00	per yr.
5. Kent State University	0	—	
6. DePauw University	6	200.00	per yr.
7. Temple University	3	1.25	
8. Ottawa University	-	—	
9. University of Oregon	30	0.00	
10. Miami University	Varies	.60	
11. University of Massachusetts	-	—	
12. Northwestern University	1	—	
Average of stations reporting hourly wage:		\$ .77	
Average number of paid students per station:		9	plus
Average number of unpaid students per station:		29	

## Colleges and Universities, 10 Watts

## OTHERS

	<u>Number on Staff</u>	<u>Salary</u>
1. Bowling Green University	0	_____
2. Confidential	-	_____
3. University of Wichita	-	_____
4. Confidential	0	_____
5. Kent State University Asst. Director-9 months	1	\$3,000.00-3,500.00
6. DePauw University	-	_____
7. Temple University	-	_____
8. Ottawa University	-	_____
9. University of Oregon Students	4	_____
10. Miami University	0	_____
11. University of Massachusetts	-	_____
12. Northwestern University	16	_____

## Colleges and Universities, 10 Watts

## APPROXIMATE OPERATING BUDGET FOR 1954

1. Bowling Green University	700.00	(a) To be used at Director's discretion
	1,200.00	(b) Pay to assistants.
2. Confidential	1,000.00	(a) Operational
	500.00	(b) Additional equipment.
3. University of Wichita	4,000.00	
4. Confidential	3,200.00	
5. Kent State University	2,000.00	
6. DePauw University	4,647.00	
7. Temple University	14,000.00	
8. Ottawa University	800.00	
9. University of Oregon	12,000.00	This includes staff salaries.
10. Miami University	1,330.00	
11. University of Massachusetts	2,000.00	
12. Northwestern University	_____	

Budget Range: \$700.00-\$14,000.00

Average operational: 3,367.00  
 budget, less items  
 number 1b, 2b, and 9.

ADDITIONAL FUNDS FOR STATION EXPANSION  
(NEW STUDIOS, EQUIPMENT, ETC.)

1. Bowling Green University	Proposed--not yet activated. Awaiting legislative action and resultant adjustment by administrative officers.
2. Confidential	None.
3. University of Wichita	None
4. Confidential	Received \$57,000 in 1952
5. Kent State University	Budget pending
6. DePauw University	None.
7. Temple University	None.
8. Ottawa University	None. We are not a state school.
9. University of Oregon	\$1,000.00
10. Miami University	\$4,000.00 (1952)
11. University of Massachusetts	_____
12. Northwestern University	_____

## FUNDS PROVIDED FOR THE DEVELOPMENT OF TELEVISION

1. Bowling Green University	For preliminary engineering and counsel fees.	\$1,500.00
2. Confidential	In cooperation with local commercial stations only.	5,000.00
3. University of Wichita		0.00
4. Confidential		0.00
5. Kent State University	Budget pending	400.00
6. DePauw University		0.00
7. Temple University		0.00
8. Ottawa University		0.00
9. University of Oregon	None, at present time	0.00
10. Miami University	For 1953 TV experimentation.	50.00
11. University of Massachusetts		0.00
12. Northwestern University		_____

Range: \$50.00-\$5,000.00

HOURS PER WEEK OF BROADCASTING  
FROM INSTITUTION'S OWN STATION

	<u>Total Hours</u>
1. Bowling Green University	23
2. Confidential	40
3. University of Wichita	70 plus
4. Confidential	15-20
	15-20
5. Kent State University	30
6. DePauw University	37
7. Temple University	50
8. Ottawa University	10
9. University of Oregon	40
10. Miami University	28
11. University of Massachusetts	45
12. Northwestern University	26-15
	Range: 10-70 plus
	Average: 34 plus



NUMBER OF PROGRAM HOURS PER WEEK  
 PROVIDED TO COMMERCIAL STATIONS

	<u>Total Hours</u>
1. Bowling Green University	:30
2. Confidential	1:00
3. University of Wichita	_____
4. Confidential	:30
5. Kent State University	:15
6. DePauw University	:30
7. Temple University	1:45
8. Ottawa University	_____
9. University of Oregon	:00
10. Miami University	3:00
11. University of Massachusetts	_____
No regular programs.	
12. Northwestern University	1:30

Range: 0-3 hrs.

Average: 1 hr.

REMARKSConfidential

Since----was activated in 1951 (November), the development has been significant, but has not yet been recognized as more than a laboratory for radio students. It takes time and energy to promote an expanse of activities, and anything that may upset existing balances of finance and use of personnel meets "pillow type" resistance. By this time several departments are involved and are active partisans for a more effective plant for outlet and development of their interests in radio.

It's the old story of too many places to spend time and money--and the possibilities in the mass communications are an upsetting factor. Some give it the soft pedal treatment.

Confidential

Unfortunately, the University administration regards the radio station as just another department on the campus, and allots money accordingly. The manager is paid \$120 monthly plus extra money for each course he teaches. Only three student assistantships are granted, usually two clerical, and the other for technical. No funds are allotted to pay a program director, sports editor, news man, announcers, operators, and writers.

Our operating budget is divided into several accounts, all of them very small for the amount of operation we do (70 hours weekly).

Past experience has shown, however, that the station can be run on such a small amount by co-operation with the underpaid, overworked manager.

Ottawa University

Our operation is one of participation on the part of students, and the station is staffed by volunteer help for the most part.

Our figure of \$800 includes line charges for remote broadcasts of sports events, leaving about \$350 for actual station expenses.

## REMARKS

Miami University, Oxford, Ohio

We also operate a carrier-current station WRMU some fifty plus hours per week. This station receives \$1000.00 student fee grant per year. It earns approximately \$3,000.00 per year commercial time. Thus a total of \$4,000.00 might well be added to arrive at a total broadcasting allocation picture.

University of Massachusetts

WMAU is a student-operated enterprise, governed by a joint student-faculty Radio Policy Board of 12 members. Financial support comes from funds supplied by the Student Senate; this year's budget being \$2,200.00. This figure was hardly adequate, but at the time it was all that our Student Senate could spare. By this time you must have realized that WMAU does not have any full-time paid employees; all personnel are members of the University community. Programming is done with the advice of the UM Speech Dept.

WMAU inaugurated FM operation this past fall after having operated as a carrier-current station for 4 years. Our GE 10 watt FM transmitter was paid for by the Commonwealth of Massachusetts, as will our new studio facilities which are included in the new Electrical Engineering Building now under construction here on the campus. As more improvements occur in both our physical plant and our programming we shall have to engage some paid personnel to carry out our hopes. As yet, however, nothing definite has been determined along these lines.

As for TV, several UM faculty members were responsible for organizing the Western Massachusetts Educational TV Council and this group has gone on to secure a UHF channel for Amherst....

Northwestern University

...I regret that it is not possible for us to break down our budget into specific categories. WNUR operates as a part of the Department of Radio and Television and has no budget of its own. Similarly it is impossible to isolate funds for television development from the budget of the department....

## Colleges and Universities, 10 Watts

## REMARKS

Miami University, Oxford, Ohio

University allocation of state funds  
to  
Radio Broadcasting

A-2 Wages-Clerical assistance for Radio	\$180.00
A-2 Wages-3rd class radio operators wages	610.00
C-4 Office Supplies-radio programs mailed out	75.00
C-8 Educational Supplies for radio classes	25.00
E-8 Educational Equipment-additions and betterments.	600.00
E-8 Educational Equipment-FM transmitter maintenance.	130.00
F-9 Telephone lines rentals	500.00

This represents the current year's radio budget of state funds. We are given special allocations when needed. For example, this year we asked for \$50.00 to purchase small items in connection with TV experimentation; it was available. Last year we had a special allocation of \$4,000.00 for two Collins consoles. We have just asked for space expansion in the order of fifty per cent. It has been granted and we have been asked to draw up plans for the conversion of said space.

We use three speech staff members in radio. The practice of the department is a teaching load of 12 hours per week where extra curricular activities are involved. One of the staff members teaches 6 hours per week; the other two teach 9 hours per week. Thus, in strict accounting these reductions of teaching loads probably should be counted as salaries. We have never attempted to figure our budgets in this way. The only wages appearing on our budgets are represented by the two A-2 items above. Were we to attempt itemization of faculty salaries it might appear in this form:

Ass't Prof. #1	\$2,400.00
Ass't Prof. #2	1,400.00
Instructor	1,320.00

PUBLIC SCHOOLS  
and  
BOARDS OF EDUCATION

## Public Schools and Boards of Education

## DIRECTOR or MANAGER

	<u>Salary Range</u>
1. School City of Huntington, half time Indiana	2,700.00
2. Chicago Public Schools, Illinois	10,000.00
3. Toledo Public Schools, Ohio	7,000.00
4. Board of Education, Albuquerque, New Mexico	6,000.00
5. Greensboro Public Schools, Greensboro, North Carolina	_____
6. Elgin Public Schools, Elgin, Illinois	6,000.00-6,500.00
7. City Schools, New Castle, Indiana	4,500.00-5,000.00
8. Griffith Institute and Central School, Springville, New York	3,000.00-3,500.00
9. Detroit Public Schools Detroit, Michigan	9,199.06
10. Flint Board of Education Flint, Michigan	6,500.00-7,000.00
11. Atlanta Board of Education	_____
Salary Range, less item 1:	\$3,250.00 10,000.00
Average Salary:	\$6,649.00

Public Schools and Boards of Education

PROGRAM DIRECTOR

		<u>Salary</u>
1.	School City of Huntington, Indiana	\$2,000.00
2.	Chicago Public Schools      nine months Illinois	3,865.00
3.	Toledo Public Schools Ohio	_____
4.	Board of Education      combined duties Albuquerque, New Mexico      Director and Prog. Director.	_____
5.	Greensboro Public Schools      English teacher- North Carolina      part time.	_____
6.	Elgin Public Schools Illinois	4,600.00
7.	City Schools      Students New Castle, Indiana	_____
8.	Griffith Institute and Central School Springville, New York      Students	_____
9.	Detroit Public Schools Michigan	_____
10.	Flint Board of Education Michigan	_____
11.	Atlanta Board of Education Georgia	_____
Salary Range-1,2, and 5 only:		\$2,000.00 4,600.00
Average salary:		3,488.00

## Public Schools and Boards of Education

	ENGINEERS	Number on Staff	Salary
<u>First Class</u>			
1. School of Huntington Indiana		-	_____
2. Chicago Public Schools Illinois		1	\$7,200.00
		1	5,160.00
		1	4,200.00
3. Toledo Public Schools Ohio		1	4,620.00
4. Board of Education Albuquerque, New Mexico		1	2,500.00
		1	2.25 per hr.
5. Greensboro Public Schools North Carolina		-	_____
6. Elgin Public Schools Illinois		1 Part time.	720.00
7. City Schools New Castle, Indiana		1 Half- time.	_____
8. Griffith Institute and Central School Springville, New York		1 Student	_____
9. Detroit Public Schools Michigan		1	8,508.00
10. Flint Board of Education Michigan		1	4,000.00
11. Atlanta Board of Education Georgia		2	_____
	Average salaried engineer first class, less item 6:		\$4,613.00
<u>Second Class</u>			
1-11		0	_____
<u>Third Class</u>			
1-4, 6-11		0	_____
5. Greensboro Public Schools North Carolina		1	.75 per hr.



## Public Schools and Boards of Education

## PRODUCERS

	<u>Number on Staff</u>	<u>Salary</u>
1. School City of Huntington Indiana	-	_____
2. Chicago Public Schools Illinois	1	Nine months. \$3,865.00
3. Toledo Public Schools Ohio	1	also paid 6,200.00 summer months.
4. Board of Education Albuquerque, New Mexico	$\frac{1}{2}$	handled by manager. _____
5. Greensboro Public Schools Greensboro, North Carolina	-	_____
6. Elgin Public Schools Elgin, Illinois	-	_____
7. City Schools	-	Students _____
8. Griffith Institute and Central School Springville, New York	-	Students _____
9. Detroit Public Schools Michigan	-	_____
10. Flint Board of Education Flint, Michigan	2	_____
11. Atlanta Board of Education Atlanta, Georgia	-	_____

## Public Schools and Boards of Education

## NEWS MEN

	<u>Salary</u>
1. School City of Huntington, Indiana	_____
2. Chicago Public Schools Illinois	\$3,114.00
3. Toledo Public Schools Ohio	_____
4. Board of Education Albuquerque, New Mexico	_____
5. Greensboro Public Schools North Carolina	_____
6. Elgin Public Schools Illinois	_____
7. City Schools New Castle, Indiana	Students _____
8. Griffith Institute and Central School Springville, New York	Students _____
9. Detroit Public Schools Michigan	_____
10. Flint Board of Education Michigan	_____
11. Atlanta Board of Education Georgia	_____

## Public Schools and Boards of Education

## WRITERS

		<u>Salary</u>
1. School City of Huntington Indiana	-	_____
2. Chicago Public Schools Illinois	3	\$3,104.00
3. Toledo Public Schools Ohio	10 months. Plus 1 pd. summer mo.	5,800.00
4. Board of Education Albuquerque, New Mexico	0	0.00
5. Greensboro Public Schools North Carolina	0	0.00
6. Elgin Public Schools Illinois	-	_____
7. City Schools New Castle, Indiana	Students -	_____
8. Griffith Institute and Central School Springville, New York	Students -	_____
9. Detroit Public Schools Michigan	-	_____
10. Flint Board of Education Michigan	2	_____
11. Atlanta Board of Education Georgia	6	_____
Average Salary:		\$3,778.00

## Public Schools and Boards of Education

## CHIEF ANNOUNCERS

		<u>Number on Staff</u>	<u>Salary</u>
1. School City of Huntington Indiana		-	_____
2. Chicago Public Schools Illinois	Based on 9 months.	1	\$3,865.50
3. Toledo Public Schools Ohio		-	_____
4. Board of Education Albuquerque, New Mexico		-	_____
5. Greensboro Public Schools North Carolina		0	_____
6. Elgin Public Schools Illinois		-	_____
7. City Schools New Castle, Indiana	Student	-	_____
8. Griffith Institute and Central School Springville, New York	Student	-	_____
9. Detroit Public Schools Michigan		-	_____
10. Flint Board of Education Michigan		1	_____
11. Atlanta Board of Education Georgia		-	_____

## Public Schools and Boards of Education

## ANNOUNCERS

	<u>Number on Staff</u>	<u>Salary</u>
1. School City of Huntington Indiana	-	_____
2. Chicago Public Schools Illinois	3	\$3,114.00
3. Toledo Public Schools Ohio	-	_____
4. Board of Education                  Students and Albuquerque, New Mexico          Director.	-	_____
5. Greensboro Public Schools North Carolina	0	_____
6. Elgin Public Schools Illinois	-	_____
7. City Schools                          Students New Castle, Indiana	-	_____
8. Griffith Institute and Central School Springville, New York          Students	-	_____
9. Detroit Public Schools Michigan	-	_____
10. Flint Board of Education Michigan	1	_____
11. Atlanta Board of Education Georgia	-	_____

## Public Schools and Boards of Education

## GENERAL CLERKS

	<u>Number on Staff</u>	<u>Salary</u>
1. School City of Huntington Illinois	-	_____
2. Chicago Public Schools 9 months Illinois	4	\$2,215.00-3,033.00
3. Toledo Public Schools Ohio	1 1	3,700.00 2,550.00
4. Board of Education Albuquerque, New Mexico	-	_____
5. Greensboro Public Schools North Carolina	0	_____
6. Elgin Public Schools Illinois	-	_____
7. City Schools                      Students New Castle, Indiana	-	_____
8. Griffith Institute and Central School Springville, New York	-	_____
9. Detroit Public Schools Stenographers Michigan	1 1 1	3,492.00 3,317.00 2,833.00
10. Flint Board of Education Michigan	2	_____
11. Atlanta Board of Education Atlanta, Georgia	3	_____

Salary Range:            \$2,215.00-3,700.00

Average Salary:                 \$2,932.00

## Public Schools and Boards of Education

## STUDENT ASSISTANTS

	<u>Number on Staff</u>	<u>Salary</u>
1. School City of Huntington Indiana	-	_____
2. Chicago Public Schools Illinois	-	_____
3. Toledo Public Schools Ohio	1	\$ .85 per hr.
4. Board of Education Albuquerque, New Mexico	3	1.00 per hr.
5. Greensboro Public Schools North Carolina	2	.75 per hr.
6. Elgin Public Schools Illinois	-	_____
7. City Schools New Castle, Indiana	-	_____
8. Griffith Insitute and Central School Springville, New York	-	_____
9. Detroit Public Schools Michigan	-	_____
10. Flint Board of Education Michigan	-	_____
11. Atlanta Board of Education Georgia	-	_____

## Public Schools and Boards of Education

## OTHERS

	<u>Number on Staff</u>	<u>Salary</u>
1. School City of Huntington Indiana	-	_____
2. Chicago Public Schools Illinois	Art Director 9 months	\$6,308.00
3. Toledo Public Schools Ohio	-	_____
4. Board of Education Albuquerque, New Mexico	Teachers- supervisors write scripts.	_____
5. Greensboro Public Schools North Carolina	None	_____
6. Elgin Public Schools Illinois	-	_____
7. City Schools New Castle, Indiana	Students	_____
8. Griffith Institute and Central School Springville, New York	Students	_____
9. Detroit Public Schools Michigan	3-Production and writing.	7,778.16 6,956.04 3,846.00
10. Flint Board of Education Michigan	-	_____
11. Atlanta Board of Education Georgia	-	_____



## Public Schools and Boards of Education

## APPROXIMATE OPERATING BUDGET FOR 1954

1. School City of Huntington Indiana		\$1,500.00
2. Chicago Public Schools Illinois	Radio TV	150,000.00 175,000.00
3. Toledo Public Schools Ohio		36,000.00
4. Board of Education Albuquerque, New Mexico	Includes Salaries	10,000.00
5. Greensboro Public Schools North Carolina		500.00
6. Elgin Public Schools Illinois		5,000.00
7. City Schools New Castle, Indiana		200.00
8. Griffith Institute and Central School Springville, New York		500.00
9. Detroit Public Schools Michigan		_____
10. Flint Board of Education Michigan		6,500.00
11. Atlanta Board of Education Georgia	Includes Salaries	38,500.00

Approximate average operating budget: \$28,600.00  
Less items 2b, 4 and 11.

## Public Schools and Boards of Education

ADDITIONAL FUNDS FOR STATION EXPANSION  
(new studios, equipment, etc.)

- |   |  |
|---|--|
| 1. School City of Huntington<br>Indiana                           | No separate funds, but station will have new studios in addition being built for high school building. |
| 2. Chicago Public Schools<br>Illinois                             | Yes.   |
| 3. Toledo Public Schools<br>Ohio                                  | None.  |
| 4. Board of Education<br>Albuquerque, New Mexico                  | None.  |
| 5. Greensboro Public Schools<br>North Carolina                    | None.  |
| 6. Elgin Public Schools<br>Illinois                               | None.  |
| 7. City Schools<br>New Castle, Indiana                            | None.  |
| 8. Griffith Institute and Central School<br>Springville, New York | \$550.00   |
| 9. Detroit Public Schools<br>Michigan                             | Studios are being redesigned.  |
| 10. Flint Board of Education<br>Michigan                          | _____  |
| 11. Atlanta Board of Education<br>Georgia                         | _____  |

## Public Schools and Boards of Education

## FUNDS PROVIDED FOR DEVELOPMENT OF TELEVISION

1. School City of Huntington Indiana	0.00	
2. Chicago Public Schools Illinois	\$175,000.00	
3. Toledo Public Schools Ohio	0.00	
4. Board of Education Albuquerque, New Mexico	0.00	
5. Greensboro Public Schools Greensboro, North Carolina	0.00	
6. Elgin Public Schools Illinois	—	Going in with Chicago group.
7. City Schools New Castle, Indiana	—	
8. Griffith Institute and Central School Springville, New York	—	
9. Detroit Public Schools Michigan	—	Will be included in regular Radio- TV operation.
10. Flint Board of Education Michigan	—	None yet except to consider building facili- ties for TV studios.
11. Atlanta Board of Education Georgia	100,000.00	Plus gifts.

## Public Schools and Boards of Education

HOURS PER WEEK OF BROADCASTING  
FROM INSTITUTION'S OWN STATION

	<u>Hours per week</u>
1. School City of Huntington Indiana	15-20
2. Chicago Public School Illinois	40
3. Toledo Public School Ohio	21:15
4. Board of Education Albuquerque, New Mexico	16:30
5. Greensboro Public Schools Greensboro, North Carolina	10
6. Elgin Public Schools Illinois	24
7. City Schools New Castle, Indiana	52:30
8. Griffith Institute and Central School Springville, New York	25
9. Detroit Public Schools Michigan	6
10. Flint Board of Education Michigan	4
11. Atlanta Board of Education Georgia	40

Average hours per week of broadcasting : 21 plus.

## Public Schools and Boards of Education

HOURS PER WEEK OF BROADCASTING  
TO COMMERCIAL STATIONS

	<u>Hours per week</u>
1. School City of Huntington Indiana	0
2. Chicago Public Schools Illinois	10
3. Toledo Public Schools Ohio	1
4. Board of Education Albuquerque, New Mexico	0
5. Greensboro Public Schools North Carolina	0
6. Elgin Public Schools Illinois	-
7. City Schools New Castle, Indiana	0:30
8. Griffith Institute and Central School Springville, New York	0
9. Detroit Public Schools Michigan	8
10. Flint Board of Education Michigan	1
11. Atlanta Board of Education Georgia	0
Average number of hours per week provided to commercial broadcasters	: 2 plus

OTHER  
INSTITUTIONS

## Other Institutions

## DIRECTOR OR MANAGER

	<u>Salary Range</u>
1. Baltimore Junior College	_____
2. Tacoma Vocational-Technical School	_____
3. Pacifica Foundation	\$4,000.00-4,500.00
4. Luther College	3,000.00-3,500.00
5. Abilene Christian College	2,500.00-3,000.00
Salary Range:	\$2,500.00-4,500.00
Average Salary:	\$3,416.00

## PROGRAM DIRECTOR

	<u>Number on Staff</u>	<u>Salary Range</u>
1. Baltimore Junior College	-	_____
2. Tacoma Vocational-Technical School	-	6,500.00
3. Pacifica Foundation	-	_____
4. Luther College	-	_____
5. Abilene Christian College	2	_____

## PRODUCERS

	<u>Number on Staff</u>	<u>Salary</u>
1. Baltimore Junior College	-	-
2. Tacoma Vocational-Technical School	-	-
3. Pacifica Foundation	1	-
4. Luther College Assistant	1	-
5. Abilene Christian College	-	-

## WRITERS

1. Baltimore Junior College	-	-
2. Tacoma Vocational-Technical School	-	-
3. Pacifica Foundation	0	-
4. Luther College	-	-
5. Abilene Christian College	5	-

## NEWS MEN

1. Baltimore Junior College	-	-
2. Tacoma Vocational-Technical School	-	-
3. Pacifica Foundation	-	-
4. Luther College	-	-
5. Abilene Christian College	5	-



## Other Institutions

## ENGINEERS

	<u>First Class</u>	<u>Number on Staff</u>	<u>Salary</u>
1. Baltimore Junior College		-	_____
2. Tacoma Vocational-Technical School		2	\$5,000.00
3. Pacifica Foundation		3	4,000.00
4. Luther College	Additional income from share-time station.	1	2,000.00
5. Abilene Christian College		1	4,000.00
<u>Second Class</u>			
1. Baltimore Junior College		2	\$1.50 per hr.
2. Tacoma Vocational-Technical School		-	_____
3. Pacifica Foundation		-	_____
4. Luther College		-	_____
5. Abilene Christian College		-	_____
<u>Third Class</u>			
1. Baltimore Junior College		-	_____
2. Tacoma Vocational-Technical School		-	_____
3. Pacifica Foundation		-	_____
4. Luther College		3	.50 per hr.
		Sun-Vac.	.75 " "
5. Abilene Christian College		8	_____
Salary Range for First Class Engineers:			\$2,000.00-5,000.00
Average Salary for First Class Engineers:			\$3,750.00

CHIEF ANNOUNCER

	<u>Number on Staff</u>	<u>Salary</u>
1. Baltimore Junior College	-	-
2. Tacoma Vocational-Technical School	-	-
3. Pacifica Foundation	-	-
4. Luther College	-	-
5. Abilene Christian College	1	-

ANNOUNCERS

1. Baltimore Junior College	-	-
2. Tacoma Vocational-Technical School	-	-
3. Pacifica Foundation	2	-
4. Luther College	5	\$.50 per hr.
		.75 Sun.-Vac
5. Abilene Christian College	17	-

## GENERAL CLERKS

	<u>Number on Staff</u>	<u>Salary</u>
1. Baltimore Junior College	-	-
2. Tacoma-Vocational-Technical School	-	-
3. Pacifica Foundation	2	-
4. Luther College	2	-
5. Abilene Christian College	-	-

## OTHERS

1. Baltimore Junior College	-	-
2. Tacoma Vocational-Technical School	-	-
3. Pacifica Foundation	3	-
4. Luther College	-	-
5. Abilene Christian College	-	-

## STUDENT ASSISTANTS

1. Baltimore Junior College	-	-
2. Tacoma Vocational-Technical School	-	-
3. Pacifica Foundation	0	-
4. Luther College	-	-
5. Abilene Christian College	5	-

## APPROXIMATE OPERATING BUDGET FOR 1954

1. Baltimore Junior College	2,184.00
2. Tacoma Vocational-Technical School	2,000.00
3. Pacifica Foundation	96,000.00
4. Luther College	13,000.00
5. Abilene Christian College	2,000.00

Budget Range: \$2,000.00-\$96,000.00  
 Average Operating Budget: \$27,592.00

 ADDITIONAL FUNDS FOR STATION EXPANSION  
 (new studios, equipment, etc.)

1. Baltimore Junior College	none
2. Tacoma Vocational-Technical School	none
3. Pacifica Foundation	inapplicable
4. Luther College	inapplicable
5. Abilene Christian College	_____

## FUNDS PROVIDED FOR DEVELOPMENT OF TELEVISION

1. Baltimore Junior College	none
2. Tacoma Vocational-Technical School	none
3. Pacifica Foundation	inapplicable
4. Luther College	none
5. Abilene Christian College	none

HOURS PER WEEK OF BROADCASTING  
FROM INSTITUTION'S OWN STATION

	<u>Hours per week</u>
1. Baltimore Junior College	36
2. Tacoma Vocational-Technical School	30
3. Pacifica College	57
4. Luther College	28
5. Abilene Christian College	52:30

Average number of hours per week : 40 plus-hours  
of broadcasting.

HOURS PER WEEK OF BROADCASTING  
TO COMMERCIAL STATIONS

1. Baltimore Junior College	1
2. Tacoma Vocational-Technical School	-
3. Pacifica Foundation	0
4. Luther College	0
5. Abilene Christian College	6

Average number of hours per week : 3:30 hours  
provided to commercial broadcasters

## REMARKS

Pacifica Foundation, Berkeley, California

KPFA is owned and operated by the Pacifica Foundation, a non-profit corporation. It has no connection with any curricular institution. The station is conducting a pilot experiment in listener sponsorship (subscription radio).

Luther College, Decorah, Iowa

This is a church college station. From 6,000 to 8,000 dollars per year come from individual and church contributions. The school subsidizes the rest. Programming is at least 30% religious.

The following budgets were received too late to be included in the final tabulations.

		<u>Number on Staff</u>
Student Assistants	0.00	20
Engineers, 1st Class	\$4,000.00-4,500.00	2
Other positions not listed		
Student typist	.75 per hr.	1
Director	4,500.00-5,000.00	1
Director, Assistant	3,500.00-4,000.00	1
Hours per week of broadcasting from institution's station.		25
Hours per week of broadcasting provided to commercial stations.		:45
Power	3,000 watts	

Since KOKH-FM is operated as a part of the Department of Instruction, it is difficult to determine an operating budget. Paper, stencils, office supplies, and equipment, secretarial work, postage, etc. are not listed as a direct radio expense, but come from other departments. Much of the equipment used in the repair shops and at the transmitter comes within the budget of the vocational department. The four teachers who direct the radio work are paid as are all teachers, from that particular budget. The radio supplies, such as tapes are not particularly limited. So far it has been simply a matter of asking for what is really needed, with the mutual understanding that we must ask for as little as we can possibly get by with. Radio equipment is purchased by funds set aside, by law, I think, for building improvement. For example the original expenditures were a part of a bond issue for vocational class instruction. There are two vocational classes in radio (engineering, repair etc.) and one vocational class in programming and station operation. We know that we are operating on a shoe string. But in time our funds may increase.



The sum which the Board of Education expects to use for television equipment does not represent the entire proposed expenditure. For example, it does not include building of studios, since there is suitable space in an existing building that can be remodeled as a part of a general building program. It does not include certain overhead, such as staff, and lights, heat, etc. It does not include some of the equipment and supplies and other things which will be used in common by the present FM radio station, and the proposed TV operation.

## CONFIDENTIAL

(University)

		<u>Number on staff</u>
Student Assistants	\$50. per sem.	10
Engineers, 1st Class	\$4,200.00	2
"    , 2nd Class	3,200.00	-
"    , 3rd Class	_____	-
Writers	students	-
Announcers	students	-
"    , Chief	students	-
Program Director	students	-
Producers	students	-
New Men	students	-
General Clerks	students	-
Others	_____	-
Directors or Manager	\$3,500.00- 4,000.00	1 half time Other half devoted to teach- ing.
Approximate operating budget.	10,000.00	
Funds provided for station expansion	none	
Funds provided for development of TV	20,000.00	
Hours per week of broadcasting from campus station.		60
Hours per week of broadcasting from/ or provided to commercial stations.		00
Power.	20,000 w.-FM	

INSTITUTIONS FURNISHING DATA  
FOR BUDGET ANALYSIS

90

CALIFORNIA

College of the Pacific  
Pacifica Foundation

GEORGIA

Atlanta Board of Education

ILLINOIS

Chicago Board of Education  
Elgin Board of Education  
Northwestern University  
University of Illinois

INDIANA

Bowling Green University  
DePauw University  
New Castle-Henry Twnshp. Schools  
Purdue University

IOWA

Iowa State College  
Luther College

KANSAS

Ottawa University  
University of Wichita

KENTUCKY

University of Kentucky

LOUISIANA

Louisiana State University

MARYLAND

Baltimore Jr. College

MASSACHUSETTS

University of Massachusetts  
Boston University  
Lowell Institute Co-op Council

MICHIGAN

Detroit Board of Education  
Flint Board of Education  
Michigan State College  
Wayne University  
Western Michigan College of Ed.

NEW MEXICO

Brooklyn Board of Education  
Fordham University  
Griffith Institute and School  
NYC Board of Education

NORTH CAROLINA

Greensboro Public Schools  
High Point High School  
University of North Carolina  
Bowling Green State University  
Kent State University  
Miami University  
Ohio University  
Toledo Public Schools

OKLAHOMA

Oklahoma City Board of  
Education  
University of Oklahoma  
University of Tulsa

OREGON

University of Oregon

PENNSYLVANIA

Duquesne University  
Temple University  
University of Scranton

SOUTH DAKOTA

University of South Dakota

TENNESSEE

University of Tennessee

TEXAS

Abilene Christian College  
University of Houston

WASHINGTON

State College of Washington  
Tacoma Public Schools  
University of Washington

## COPY OF QUESTIONNAIRE

	<u>Per Hour</u>	<u>Number on your staff</u>
Student Assistants		
	<u>Per Year</u>	<u>                    </u>
Engineer, 1st Class	<u>                    </u>	<u>                    </u>
"    , 2nd Class	<u>                    </u>	<u>                    </u>
"    , 3rd Class	<u>                    </u>	<u>                    </u>
Writers	<u>                    </u>	<u>                    </u>
Announcers	<u>                    </u>	<u>                    </u>
"    , Chief	<u>                    </u>	<u>                    </u>
Program Director	<u>                    </u>	<u>                    </u>
Producers	<u>                    </u>	<u>                    </u>
News Men	<u>                    </u>	<u>                    </u>
General Clerks	<u>                    </u>	<u>                    </u>
Others	<u>                    </u>	<u>                    </u>
Director or Manager 12 months		
(If your wish)	\$2,500-3,000	<u>                    </u>
	3,000-3,500	<u>                    </u>
	3,500-4,000	<u>                    </u>
	4,000-4,500	<u>                    </u>
	4,500-5,000	<u>                    </u>
	5,500-6,000	<u>                    </u>
	6,000-6,500	<u>                    </u>
	6,500-7,000	<u>                    </u>
	7,500-8,000	<u>                    </u>
	8,000-8,500	<u>                    </u>
	above	<u>                    </u>
Will you please state your approximate operating budget for next year?		<u>                    </u>
Has your state provided any additional funds for station expansion? (New studios, equipment, etc.)		<u>                    </u>

What funds have been provided for the development  
of television on your campus? \_\_\_\_\_

How many hours per week are you broadcasting  
from your own station? \_\_\_\_\_

How many program hours per week do you provide  
to commercial stations? \_\_\_\_\_

Call letters \_\_\_\_\_

What is your power? \_\_\_\_\_ Name of Institution \_\_\_\_\_

Please return to:

Raymond D. Cheydleur  
Director of Radio-TV  
Marshall College  
Huntington, West Virginia

May we have your permission to include your information  
in a report to be furnished to you and other NAEB  
members? Yes \_\_\_\_\_ No \_\_\_\_\_

REMARKS:

Scanned from the National Association of Educational Broadcasters Records  
at the Wisconsin Historical Society as part of  
"Unlocking the Airwaves: Revitalizing an Early Public and Educational Radio Collection."



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